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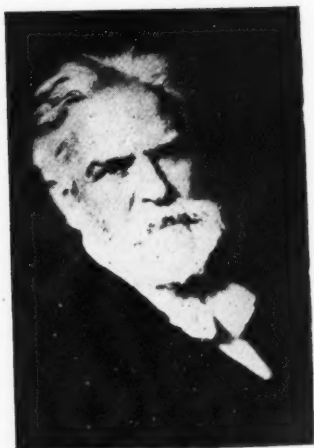
The Song Mystery.

If it touches the heart of the Poet,
The gods and the ages will know it,
For over the seas and cliffs of time
The winds of the world will blow it.

If ever the Bard shall bring it,
The hands of the Fates will wing it;
And it will pass on from world to world,
Till the kings of Orion sing it!

Edwin Markham.

~~For the Sierra Journal.~~



Editorial.

ARTHUR HENRY CHAMBERLAIN

PRESERVING A PROPER BALANCE

In the April number of *School and Home Education*, Dr. W. C. Bagley editorializes upon the California Policy of School Reorganization. He quotes from the *SIERRA EDUCATIONAL NEWS* for September, 1912, in which was published the report of the committee of which Dr. Alexis F. Lange was chairman. This report was a study made for the California Council of Education. Says Dr. Bagley: "This report presents the most compact statement of a program of reorganization that we have seen."

In speaking of the vocational phase of education, as discussed in the report, Dr. Bagley says: "A controlling ideal in the California plan seems to be to discourage early vocational choices and to keep the door of educational opportunity open to every individual for the longest possible time." "This ideal," he goes on to say, "has apparently escaped the attention of many who are advancing the California policy in support of early vocational differentiation."

It is true that this report given by Dr. Lange is a clear and concise statement. So far as the vocational situation is concerned, there has been much criticism during the past few days from recognized educational sources on the trend of vocational education and on trade teaching in general. Pres. Benjamin Ide Wheeler, of the University of California, is quoted in the public press, as criticising severely the tendency toward trade teaching. The proponents of vocational education are in turn criticising President Wheeler. As a matter of fact, there are two sides to this question.

That there is real need of vocational courses in schools, properly to fit young men and women for the occupation of living, there can be no argument. Nor perhaps is there serious danger of overemphasizing these courses if the work is in the hands of people thoroughly qualified, who possess a broad view of education, an outlook, and an appreciation of the necessity for and value of the humanities and the classics. Many of our most enthusiastic exponents of vocational education are those who are as narrow in their own field of endeavor as are some of the classicists in theirs.

No young man or woman can be considered as having a vocational training worthy the name who has not at the same time that ability and appreciation which comes through a study of history and economics and science and art and literature. And no man or woman, however well

grounded in the so-called humanities, can be considered educated who has not an appreciation of those facts and forces that are foundationed upon a knowledge of the vocations and trades.

We are coming to see that in order to specialize properly, we must first be good generalists. We in California should indeed be cautious, lest we turn too early to specialization in the trade. To guard against this we need teachers of real culture and power, not mere tradesmen. We need to understand that real culture is to be found in tempering a tool as well as in translating Caesar's Commentaries.

FINANCING OUR SCHOOLS

The attention of every member of the teaching force in California and of the legislature and the tax payers is called to the article on The Elementary School and the Financial Situation in California, appearing in this issue. President Hardy has collected his material with great care and has so set it forth in graphic form as to make a direct appeal to every individual interested.

This is no time to indulge in commentaries upon the lack of foresight displayed in abolishing the poll tax. As an economic and business proposition, a substitute for the poll tax should have been found before the people voted it out of existence. It is not enough to say that the people knew what they were doing when they so voted. Nine out of every ten of our intelligent voters did not know that the bulk of the poll tax was used in support of the schools, and that it was applied directly to teachers' salaries. In consequence, they now find themselves in the position of having to say that the schools in their respective districts must be shortened approximately one month each year, or the annual salary of the teachers reduced about \$80.00.

The article by Mr. Hardy, in line with all other common sense arguments presented to the members of the legislature, sets forth clearly that upwards of a million dollars must somehow be found. The State of California cannot for one moment take a backward step in the matter of its educational policy. The state school fund should be increased from \$13.00 per unit of average daily attendance to at least \$16.00. If the matter of the increase in funds is thrown entirely upon the county, we shall find ourselves indeed without a real state system of education. Some counties will appropriate the necessary money and some will not. The counties that can least well afford to find the money, will suffer most.

Certain it is that the legislators are for the most part fully alive to the seriousness of the situation. The Education Committees of both

Senate and Assembly, the Board of Control, and the Governor, have received the members of the Legislative Committee of the California Council of Education with the utmost consideration and courtesy, and there is every reason to believe that some way out of the difficulty will be found.

EDUCATIONAL EXHIBITS, PALACE OF EDUCATION

The Educational Exhibits in the Palace of Education, Panama-Pacific Exposition, are being rapidly installed. Exhibits from many of the states are complete, but in some instances it will be several weeks before the exhibits will be at their best. The California exhibit will not be complete before May 1. This delay has been caused by a combination of circumstances beyond the control of the committee. The exhibit now consists of school architecture, shown in models and drawings and of educational motion pictures. This unified plan promises to produce an exhibit of particular merit.

A preliminary survey of the educational exhibits was recently made for the benefit of the Bay Section, C. T. A. A committee studied the exhibits and listed the most important ones, the list being published in pamphlet form. This is the first time in the history of expositions that an attempt has been made to place before teachers and those interested in education, a statement as to just where an exhibit is to be found and a suggestion as to its general character. Every teacher in California should endeavor to visit the Exposition and to study the exhibits.

OUR SECTION MEETINGS

Two of the section meetings of the C. T. A., the Central and the Bay, have just been held. Speaking generally, both meetings were successful. The speakers from a distance brought messages that were valuable, and those of our local people who took part in the discussions, contributed something eminently worth while. Both meetings were so arranged that music and entertainment features formed a large part of the programs, and this was thoroughly appreciated by the members.

The question was asked at the annual meeting of the California Council of Education, whether California did not give as much as any other state to the teacher who pays one dollar membership in the association. In reply to this, it may be said that in no state does the membership fee in the association bring as much to the individual as here in California. In the first place, it costs heavily to bring speakers from the far East. Many teachers have said that they have received their dollar's worth from one speaker alone, and in musical features, twice the amount of their mem-

bership, and this to say nothing of the social and literary amenities.

In any adverse criticism to be made upon our institutes and association meetings, it may be said that too much is offered. Few programs are sufficiently simple. Never more than two addresses or discussions should be given in a forenoon or afternoon program. Too often the program extends over a longer period than is advisable. When those who have charge of institute and association programs learn that one or two numbers at a session, with sufficient time between for literary and social features, will bring the best results, then will there be less complaint on the part of teachers. They will desire to attend the institutes rather than to teach during this period.

The Central Section meeting was at a decided disadvantage in regard to the meeting place of the general sessions. The Municipal Auditorium in Fresno is well adapted to exhibits and dances, but the acoustic properties are such that no speaker, however good, can be heard. The disappointment in this regard, great as it was, was multiplied many fold when it was found that the Municipal Auditorium in San Francisco was even more poorly adapted to any kind of platform work than the one at Fresno. The Bay Section really christened the Municipal Auditorium in San Francisco, and hopes had been indulged that this would prove one of the finest meeting places possible. The members from the fourteen counties participating were forced to sit through an entire program hearing only indifferently or to wander out into the halls and lobbies. The speakers found it impossible to reach their audiences.

No city should be allowed to accept a design for a Municipal Auditorium until the same has been passed upon by a competent jury to see that all the known laws of acoustics are not ignored in the interest of a beautiful exterior.

The officers of the Central and Bay Sections are to be congratulated on overcoming so many obstacles, over which they had no control. Report of the Bay Section meeting will be given in May.

THE N. E. A.

The N. E. A. and the Congress of Education, together with some twenty Departmental Congresses, will meet in Oakland, August 16-28. The local committee is sparing no pains to make this one of the greatest meetings in the history of the organization.

Secretary D. W. Springer, of the N. E. A., says that there is every prospect of an exceedingly large attendance from the East and Middle West.

California headquarters will be located at the St. Mark Hotel. It is expected that announcement of entertainment and all other features will be made soon by the chairmen of the various committees. President E. Morris Cox, of the California Council of Education, as Chairman of the Committee on Membership, is reporting favorable response from many sections of the state.

In order to secure this meeting for California, 7,000 advance memberships were pledged. This was the number pledged for both the Los Angeles and San Francisco meetings. It should be possible to increase this number by at least 1,000. While there are many calls upon the scant purses of the school men and women, there can be no question as to the value to the teacher of a membership in both the California Teachers' Association and the National Education Association.

EDWIN MARKHAM

The school people of the State do not soon forget one who has been "in harness." Edwin Markham was for many years a member of the teaching fraternity in California. As a writer he has made himself known the world over. The verses forming our Frontispiece were written for the SIERRA EDUCATIONAL NEWS. The following is contributed by Julia Mathews of Los Angeles:

"After an absence of fifteen years, Edwin Markham has come home to California for a visit, and California has welcomed him with open arms. He in turn has shared freely with us of the rich treasures of his thought and fancy. For many years connected with the public schools of the State, he has seemed to feel himself particularly at home among the teachers and schools and has been most generous in responding to the many requests for short talks that have come from all sides.

In Los Angeles his first public lecture was delightfully intimate and personal. He read from his new book, 'California the Wonderful,' passages of exquisite prose, poetry and from many songs and lyrics.

The keynote of Mr. Markham's philosophy is brotherhood. 'Fraternity,' he has said, 'is, to me, the holiest of all words, being at once the essence of all gospels and the fulfillment of all revelations. All religion and all culture should be an effort to bring men into an ever enlarging realization of the principle of fraternity.'

"There is a destiny which makes us brothers,
None goes his way alone;
All that we send into the lives of others,
Comes back into our own."

His dream is of a time when every worker shall think, and every thinker shall work; when each man shall have an opportunity for a complete life, which must include Bread, Beauty and Brotherhood: bread to satisfy the material needs, beauty to develop the artistic cravings, and brotherhood, which is true spirituality."

THE ELEMENTARY SCHOOL AND THE FINANCIAL SITUATION IN CALIFORNIA

BY EDWARD L. HARDY

President San Diego State Normal School

THE abolition of the poll tax, with other factors in the national and state financial situation, brings the question of the state school fund acutely before the people and the legislature of the State of California. The question is a question of values. It is a form of the world-old question,—

“Things or men; goods or lives?”

States are now rated on what they do for men and lives.

But the rating must be based on facts—the facts in human life values.

The following pages are dedicated to an effort to set forth the facts.

“HE WHO RUNS MAY READ.”

California has gloried in her STATE SCHOOL SYSTEM.

For this STATE SYSTEM has meant:—

Equal school opportunities for all of California's children.

A good school for the COUNTRY as well as for the CITY child.

Salaries for RURAL SCHOOL TEACHERS fairly comparable to the salaries of city teachers.

Free Text Books, and just as good text books in the COUNTRY as in the city.

STATE-WIDE high school opportunity.

STATE-WIDE training of teachers in STATE normal schools.

STATE-WIDE university opportunity.

The TEACHER is the supreme factor—without doubt. But there are other important factors.

What these factors are, what CALIFORNIA'S RESPONSIBILITY with reference to them is, is graphically set forth on the following pages.

THE FINANCIAL SITUATION

Full, free STATE-WIDE SCHOOL OPPORTUNITIES are possible only through STATE-WIDE SUPPORT.

What has been the RANK which California, through state-wide support, has given to her schools in the ROSTER OF FORTY-EIGHT STATES.

1910

Test of Efficiency	Rank
GENERAL RANK BASED ON ALL TESTS...FOURTH	
1. Children in School.....	Thirty-sixth
2. School Plant	Third
3. Expense per Child	Second
4. School Days per Child	Fourteenth
5. Length of School Year	Eighth
6. Attendance	Tenth
7. Expenditure in Proportion to Wealth	Sixteenth
8. Daily Cost	Seventh
9. High Schools	Second
10. Teachers' Salaries	First

Note the last item—FIRST in teachers' salaries. This has been largely due to the fact that ALL of the STATE MONEY has gone into the salary fund. It has gone into the salary fund of the ELEMENTARY SCHOOL, the school of all of the children of all of the people.

The hope of our civilization and of our State lies in the ELEMENTARY SCHOOL, and as is the TEACHER so is the SCHOOL.

Shall California lose her first rank? Shall California take the inevitable backward step which any decrease in state support would mean?

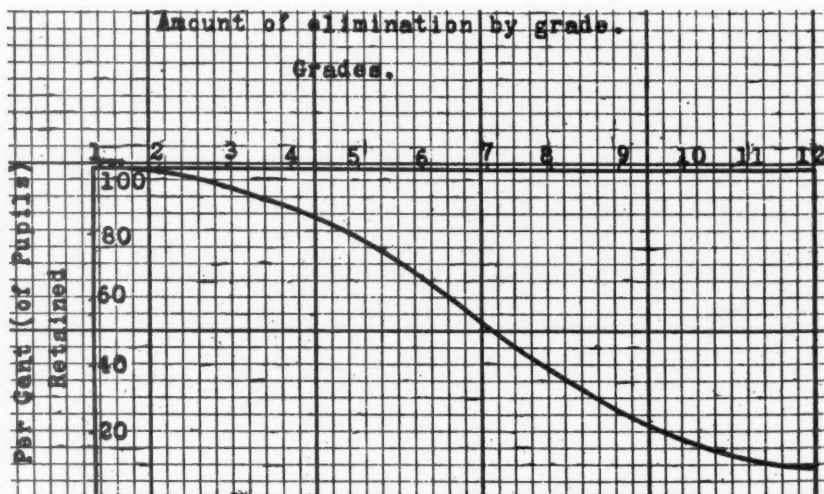
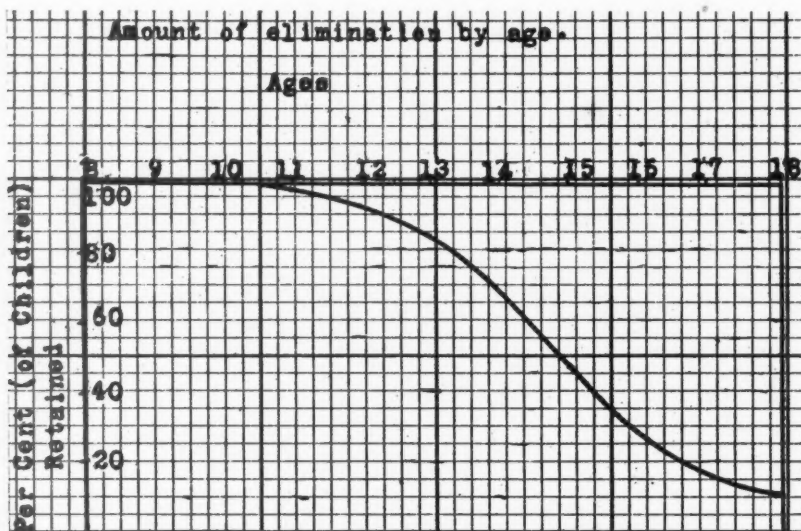
THE ELEMENTARY SCHOOL DOES THE WORK

The two curves shown below indicate a typical elimination of children from school from the age of 8 to 18 and from the first grade to the twelfth grade, or the last year of the high school.

How may these appalling losses be checked?

By better compulsory laws and better enforcement of them; but above all by schools that will grip and retain the children at the **critical age period** running from the eleventh to the fifteenth year.

This situation demands better teachers, more equipment, especially for the work of the fifth, sixth, seventh, eighth and ninth grades. Without **State Aid**, the small city, the village and the rural schools will not get these improvements.



THE CALENDAR YEAR CONTAINS 365 DAYS

THE SCHOOL YEAR IN CALIFORNIA NUMBERS ONLY 103 DAYS OF REAL ATTENDANCE

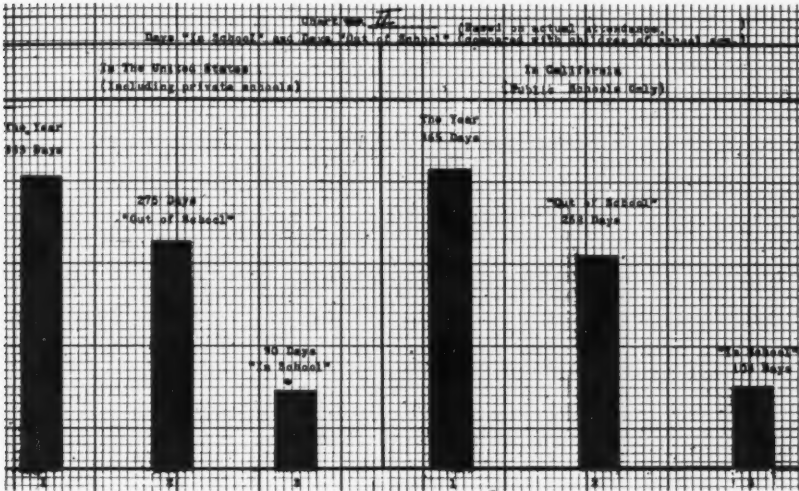


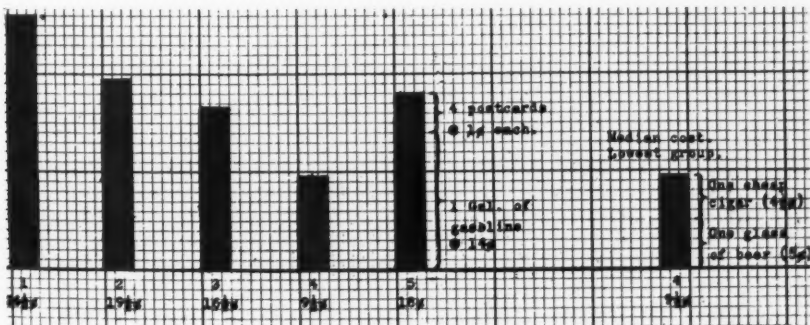
Chart showing an appalling waste in elementary education.

It is a graphic representation of the statement "As a nation, the United States has a shorter school day, a shorter school week, and a shorter school year than any other highly civilized country."

Can we remain "highly civilized" on this basis?

What is the significance of the illiteracy charts which follow? (Pages 8, 9, 10).

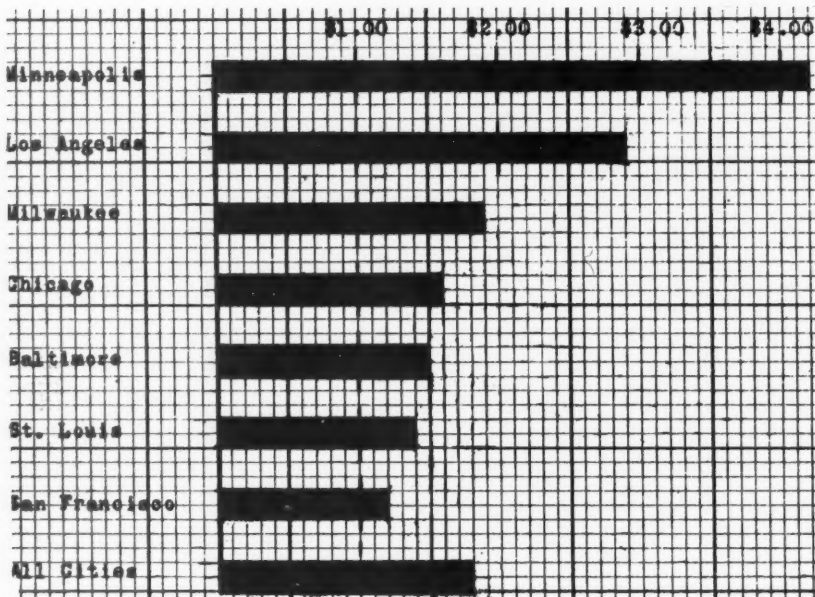
ONE DAY'S SCHOOLING = THREE INDIFFERENT CIGARS



Cost of one day's schooling for one child in 1910 (California, cost = 26c). Columns 1, 2, 3, 4 show the medium (average) cost in each of four groups of twelve states, ranged in order of expenditure. Column 5 shows the average for the United States,—18 cents, the cost of one gallon of gasoline and four picture cards. The low twelve states spend an average of the cost of one glass of beer and one cheap cigar on each day's schooling for each child.

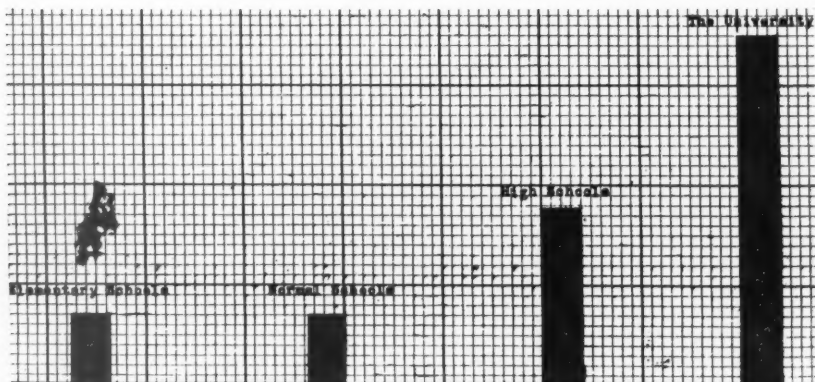
California, in 1914, figured on actual attendance, not enrollment, spent 27½ cents per child per day,—the cost of 3 indifferent cigars and one picture post-card,—and 70% of this was local, not state, money.

PREVENTION VERSUS CURE
THE LARGE CITIES SPEND
FOR ONE DOLLAR ON SQUADS OF POLICE
ONLY EIGHTY CENTS MORE ON ARMIES OF SCHOOL CHILDREN



This chart shows the ratio of school expenses to expenses for police in certain typical cities of 300,000 population and over. Note that the ratio for all cities in the group shows that for every dollar spent on police, only one dollar and eighty cents (\$1.80) is spent on schools.

WASTE OF MATERIAL: THE ELEMENTARY SCHOOL THE MOST EFFICIENT



Note: "Ideal" cost would be the cost per graduate if each entering student finished the full course. "Excess" cost is the difference between "Ideal" cost and actual cost per graduate, and varies according to the amount of elimination.

















Amount of "elimination" in California as measured by "excess" cost per graduate over "Ideal" cost per graduate,—all costs equalized to a four-year basis. With relation to cost, the elementary school, and the normal school for the training of elementary school teachers, come nearer to finishing the material received than do any other parts of the system.

Chart based on figures for 1911-1912 and 1912-1913.

CALIFORNIA IN 1914 AT A GLANCE

Note: The kindergarten (2.6%) not included in the elementary schools.

State School System, 1914:- Enrollment, Costs, Amount of State Aid.

	Number of Pupils.	Cost of Each Part	Cost per Pupil	Proportion State Aid
Elementary School	422,024  84.3%	\$18,297,912.09 	Excluding cost of building in each part. \$ 35.72	29% State Aid, including bonds  36% State Aid, excluding bonds 
High School	65,925  13.1%	\$7,969,768.74 	\$88.91 	11% State Aid 
Normal School	3994 	\$516,389.90 	\$104.62 	100 % State Aid 
The University	6024 	\$2,342,191.79 	\$317.04 	65% State Aid 

UNIVERSITY AND HIGH SCHOOL

The following communications are self-explanatory:
Editor Sierra News,

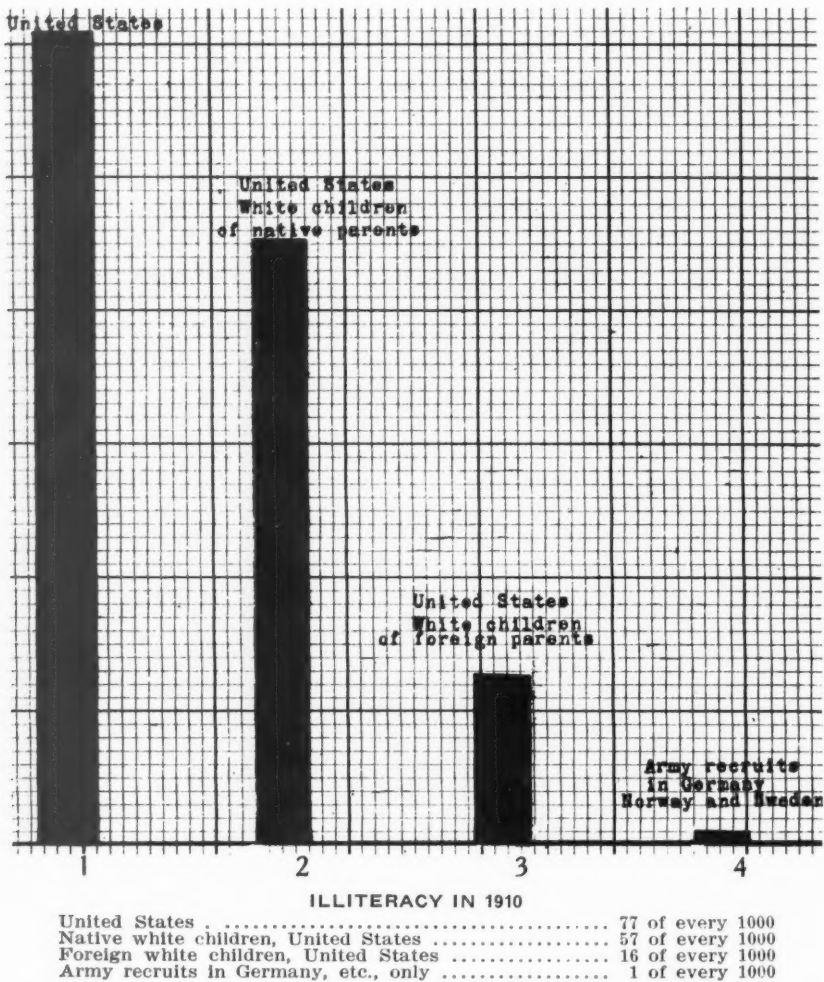
At the Southern California High School Commercial Teachers' Section meeting in Los Angeles in December, 1913, I was appointed one of the committee of three to take up with the Stanford University and University of California, the question of allowing more credit for the commercial work than had previously been allowed. The University of California has been somewhat more liberal with us since, and I am enclosing you a copy of a letter received from the Leland Stanford University which speaks for itself.

At our meeting in 1914 at Los Angeles, our Commercial Section voted in favor of this committee making a report through the Sierra News, of the results we had obtained, and I am writing you at this time, enclosing the Stanford letter, and I would like very much to have you make an editorial comment on the liberal views that Stanford is giving the commercial subjects.

It has been our opinion, and Stanford verifies us on this fact, that the University should not demand so much what subjects should be taken as that of the trained mind, in other words, all that any university should care for when a student enters the institution is that he be of good character and have a well trained mind and we conscientiously believe that the commercial subjects, in most part, produce this mental training to as great a degree, if not greater than any other of the sub-

A PROBLEM FOR THE ELEMENTARY SCHOOL: CAN IT REDUCE
COLUMN 1 TO THE DIMENSIONS OF COLUMN 4?

(For the answer see pages 231 and 232)



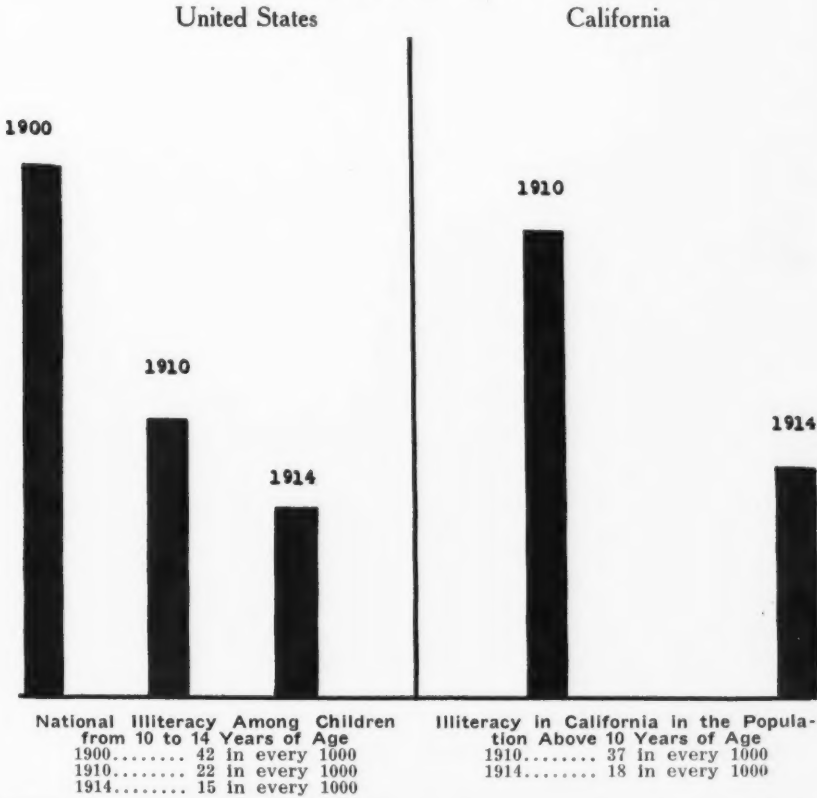
jects. If you can give us this editorial comment it will be appreciated by all of the commercial teachers of the State.

GEO. W. SCOTT,
Polytechnic High School, Riverside.

Mr. George W. Scott,

It is our desire not to dictate in any way to the high schools as to their courses of study. Secondary schoolmen are in a better position than the universities for testing out new subjects and finding their educative value. Any high school subject that has become standardized we are willing to accept, and we still hold to the policy of not prescribing any subject other than English. This is a time, however, of reach-

**THE PROBLEM NOT YET SOLVED:
ILLITERACY REDUCED BUT FAR LESS REDUCED THAN IN GERMANY
AND SCANDINAVIA**

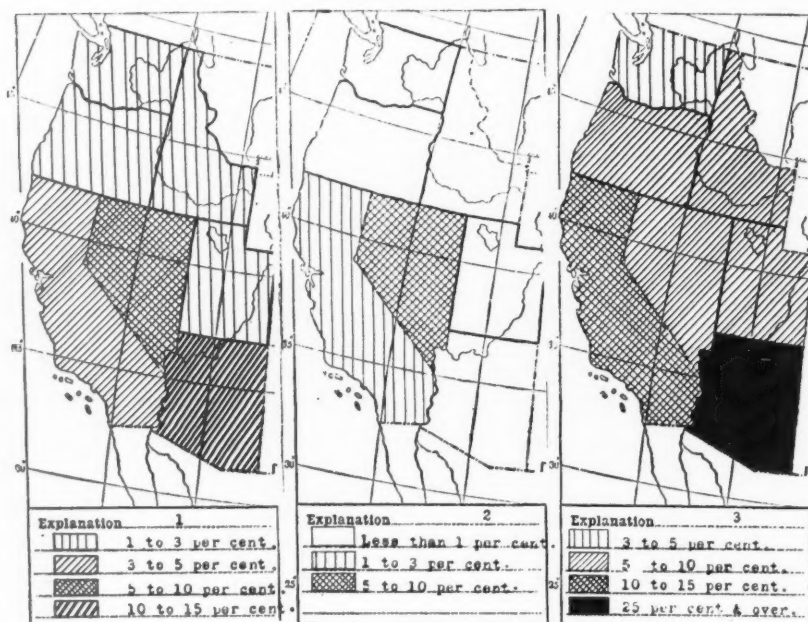


ing out in many directions, and some of the subjects which have been offered for entrance credit, such as "Automobile Construction," "Life Career," etc., seem to us as not standardized as yet. Again, it may be proper for the high school to arrange a course of study which does not have the same educative value as other courses, at least which does not give as good a preparation for further work of college grade. A four years' commercial course of study that has been sufficiently tested would not be discounted as such; and if a particular graduate had gotten out of the course, in the judgment of the principal a mental training and development comparable to that obtained in other courses and can be fully recommended as fitted to take up college work, he will be accepted as recommended.

As you will see, there are certain "ifs" and "buts," which we hope will grow less as the subjects and curricula are tested and confirmed in actual operation in the high schools. Sometimes we fail to give credit in a subject for the lack of information. In such cases we are always glad to have the matter contested by any principal who is convinced of the value of the subject in question, and who believes it ought to be recognized.

O. L. ELLIOTT,
Registrar, Stanford University.

ILLITERACY: CALIFORNIA OUTRANKED BY HER NEIGHBORS



ILLITERACY

1

Per cent of Illiterates in the population 10 years of age and over: 1910.

California outranked by Washington, Oregon, Idaho and Utah.

2

Per cent of Illiterates in the population in 1914.

California still outranked by Washington, Oregon and Utah, states which have practically clear records.

3

Per cent of Illiterate Foreign-Born Whites in the population: 1910.

The opening of the Canal and the ending of the European War will intensify this problem in California.

The Elementary School will have to meet it.

"Illiteracy among children has decreased greatly everywhere and illiteracy is less prevalent in the cities of 25,000 population and over, despite their large foreign element, than in the small towns and country districts."

"One significant thing about the tables published when analyzed closely by states, is the growing illiteracy in the villages and rural sections of a number of the states. This is partly due to the inefficiency of the rural school."

—Enycl. of Education, Vol. II, page 384.

1912 AND 1914
THE ELEMENTARY SCHOOL SITUATION IN CALIFORNIA IN 1912
Condition of Elementary Schools in City-Counties Compared with Rural-Counties

	Total days school was maintained	Enrollment	Average daily attendance	Per cent of attendance on enrollment	Percentage of graduates on enrollment in Eighth Grade	Graduated from Eighth Grade	Cost per pupil on all expenditure	Value of property per pupil enrolled	Average salary paid teachers, Men	Average salary paid teachers, Women
City-Counties	182.7	202,650	168,758	83%	68.9%	12,767	\$54.32	\$135.00	\$1,240.00	\$384.00
Rural-Counties	169.0	154,295	112,727	73%	62.4%	8,086	38.25	74.00	989.00	681.00
Excess in favor of City-Counties and against Rural-Counties.....	13.7	48,355	56,031	10%	6.5%	4,681	\$16.07	\$ 61.00	\$ 251.00	\$203.00

City-Counties are those Counties whose school enrollment in 1912 including their rural school enrollment was approximately 9000; they include Alameda, Fresno, Los Angeles, Sacramento, San Bernardino, San Diego, San Francisco and Santa Clara Counties. If the figures were available, and the comparison could be based on city versus rural districts (not counties) the differences against the rural school would be even more striking.

Note: One important part of a complete school system, the kindergarten, is practically entirely lacking in the rural school situation; 86% of the children enrolled in kindergartens are pupils in the cities of Alameda, Fresno, Los Angeles, Sacramento, San Bernardino, San Diego, and San Francisco. For this reason, primary teaching in the rural school should be strong; but is this possible when rural-county salaries for women average \$203.00 less than the salaries of women in the city-counties.

THE ELEMENTARY SCHOOL IN CALIFORNIA IN 1914

"In the kindergarten, elementary and high schools, there are 501,021 pupils enrolled. Of this number 13,070 or 2.6 per cent are in the kindergarten; 422,024, or 84.3 per cent are enrolled in the elementary schools; while 65,927 or 13.1 per cent are in the high schools. All children must benefit from the elementary schools.

It should be plain that this is the school that is common to all. Those who would enter the high school must have passed through the elementary schools. It is evident that the state should aid the elementary schools in preference to other schools since all children enjoy the benefits of these schools.

.....Figures show that the county has increased its aid to the schools more than twice as much as has the state, and that the district has increased its aid more than ten times as fast as the state, in addition to the bonds that have been voted for buildings and grounds.

The more wealthy sections of the state can give this local aid, while the less fortunate sections can not. The results are that the population is tending more and more towards the city, where these educational advantages can be had.

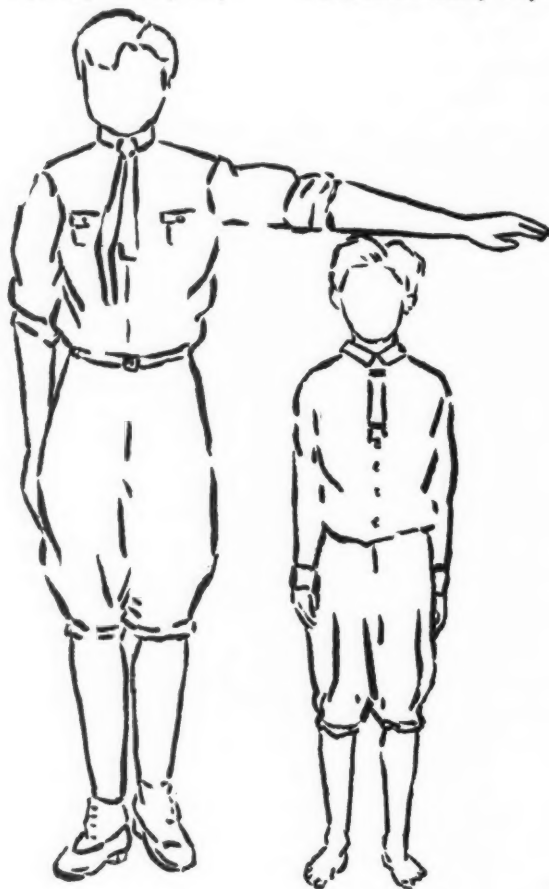
The amount of state aid will be decreased by nearly \$900,000.00. To partly offset this loss the state should give the loss of poll tax. But in order to keep pace with the rapid development of the educational interests of the state, not less than \$18.00 per pupil should be given."

—From report of Edward Hyatt, Supt. of Public Instruction.

THE CITY-COUNTY PUPIL STANDS HEAD AND SHOULDERS
ABOVE THE RURAL-COUNTY PUPIL IN SCHOOL OPPORTUNITY

N. B.—This exhibit is based on the table shown on page 11.

IN CALIFORNIA
The City-County Boy The Rural-County Boy



From Report of Department of the Interior, Bureau of Education:

"While city children enjoy the best that money can buy, county children must be content with the ragged edges of our public-school system," asserts C. G. Sargent, of the Colorado Agricultural College."

THE COUNTRY BOY AND THE CITY BOY MUST STAND AS EQUALS,—
EYE TO EYE.

STATE AID ALONE CAN BRING THIS ABOUT.

THE PROMOTION OF TEACHERS ON THE BASIS OF MERIT AND EFFICIENCY*

C. C. GREEN

Superintendent of Schools, Beaver Falls, Pa.

AS a mere matter of sound business policy, the commercial world has adopted the method of basing salaries and promotions upon the ability and usefulness of the employee. No employer pays level salaries in a given department nor does he make salary and promotion depend chiefly upon years of service.

The application of business principles to the employment of teachers has not been so simple. It is folly to ignore the fact that the introduction of the merit system in the promotion of teachers involves great difficulties and meets with much opposition. There are two classes of opponents: (1) The fossilized teacher who is incapable of professional growth; (2) the petty politician who desires to exploit the public school system for his personal aggrandizement. Both must be placed in the same category with other barnacles in the school system.

Teachers should be promoted on merit because to do so is simple justice, and because with rare exceptions teachers will not definitely prepare themselves for greater efficiency without hope of adequate reward.

The first reason does not admit of argument. The second is not self-evident, and is opposed by those who are prone to deny that men and women in the teaching profession are influenced by the instincts and impulses common to the race. Whatever may be said about higher motives, there are two influences that are mightily effective in bringing forth the best efforts of a teacher—the assurance that her increase in efficiency will be recognized and the knowledge that she can not hold her position if incompetent.

Who shall pass upon the teacher's fitness for promotion or increase in salary? How shall her increase in efficiency be determined? What shall be the basis for determining her increase in efficiency?

Technically the board of education has sole power to fix teachers' salaries, but the fine question of a teacher's growth is one for the combined judgments of the principal or supervisor and the superintendent. There are vulnerable points in this method, but any honest and intelligent effort to measure a teacher's service in terms of well defined and commonly accepted standards is preferable to conclusions determined by the extravagant praise or bitter condemnation by a few parents, pupils, or even school board members.

*Abstract of a paper read at the round table conference of superintendents in cities of less than 25,000 population, Department of Superintendence, N. E. A., Cincinnati, 1915.

Regardless of the academic discussions of impractical theorists it is folly at this stage in the development of the science of education to attempt to specify an elaborate schedule of standards for judging a teacher's work with the hope that such schedule will be accepted generally by the authorities who are actually operating the merit system of promotion. On the other hand an essential element of the merit system is the designation of a few specific qualities which are in harmony with the policies of the school system. If certain qualities are considered essential the supervisor will look for these in a teacher's class-room work.

A record of a teacher's class-room efficiency should be satisfactory to the teacher as well as to the supervisor. This is possible. Issue must be taken with those who assert that only the teachers who receive a high rating are satisfied with the supervisor's analysis of their work, and that in order to preserve peace he will give practically all teachers a high grade.

The supervisor must give due consideration to two important factors if his analysis of the teacher's work is to be satisfactory. First, he must maintain an attitude of entire frankness. Positive criticism is always preferred by honest people. Negative criticism savors of incompetency or chicanery. The supervisor's record of a teacher's efficiency should be fully discussed with her. Secondly, the supervisory authorities who do not have the confidence of those whom they are supervising are not in a position to operate any system. This may seem harsh, but it is about time we awake from our pedagogical dreams and face the stubborn facts of a practical world.

Another element in determining a teacher's fitness for promotion is the promotional examination or other means used to determine her growth in knowledge of the theory of teaching, in scholarship, and in matters of general culture.

The question of the actual correlation between length of services and merit has not been and probably never will be definitely settled. It is evident that after a few years teachers can not rely upon the information received from school room experiences for their increase in efficiency. They must show evidence that they have definitely studied and prepared for better work. This principle also holds in the case of the superintendent, and a wide-awake community will not be tardy in making the application.

The practice in many school systems of making a distinction in salary between certain grades may have some advantages, but there are two inevitable results. First, the best teachers will be moved to the grades paying the highest salaries; secondly, it creates a difficult administrative problem when it becomes expedient to transfer a teacher to another grade.

HOW SHALL THE MERIT OF TEACHERS BE TESTED AND RECORDED?*

EDWARD C. ELLIOTT
University of Wisconsin

AMONG the multitude of official and non-official responsibilities of your school superintendent in your modern city, none approximates in importance that of evaluating, conserving, and improving the quality of performance of the teachers who properly look to him for leadership and preeminent skill. The degree to which this responsibility to the teaching staff is fulfilled is indicated by the devices employed, the methods used and the records preserved of the improvement of the performance of each teacher employed at any time in those schools. The one great end of teaching is the prevention of the waste of child energies and capacities. The one great justification for educational supervision is the prevention of the waste of teacher interest skill and products. The prevention of teacher waste precedes the prevention of child waste.

The motions of teaching are not comparable to the motions of brick laying. The bricklayer, with identical series of motions is able to produce immediately the same material results. The teacher, with such an identical series is confronted with pupil results, extremely variable and extremely remote. At the outset we should realize that in teaching efficiency we are dealing with at least three sets of variables—the teacher, the pupil, and the supervisor. Any product of their combination is bound to be a variable.

Because of these complicated relations and counter-relations, the problem of a satisfactory foundation for a plan of determining teacher merit is difficult and delicate. The literature of education is rich with poetic analyses of the *ideal* teacher. This same literature is sadly lacking in records of the scientific weighing of the *real* teacher.

At this stage of our progress certain working principles seem to be entitled to consideration. Seven of these may be briefly and crudely formulated somewhat as follows:

(1) *That*, the chief purpose of any teaching efficiency scheme is to serve as the means of promoting development and improvement of the individual teacher.

(2) *That*, the content-basis of any teaching efficiency scheme should be the result of cooperative determination between the members of a teaching staff and the supervisors.

(3) *That*, this content-basis should attach primary importance to objective items representing those results of teaching, capable of objective valuation; rather than to contributory personal factors.

*Before the Round Table of Superintendents in cities under 25,000 population, Department of Superintendence, N. E. A., Feb. 25, 1915.

(4) *That*, clear and definite meanings should be attached to each item that enters into any final estimate of the value of the teacher's performance.

(5) *That*, the original estimate of fitness, calculated according to the accepted plan, should be made by the teacher and not the supervisor.

(6) *That*, this original estimate should be subject to correction, only after conference between teacher and supervisor. The burden of proof for the verification, as well as any modification of the teacher's estimate rests squarely upon the supervisor.

(7) *That*, at least once a year, the verified and modified estimates should be made a matter of definite record.

It is a far cry from the position taken by a city superintendent who recently said to me with emphasis: "This talk about the measurement of teaching efficiency is all 'bosh.' All I want to know about a teacher is, 'Can she teach?' I don't need any efficiency curves to enable me to answer that question. What I need is to see her teaching." Now, there is a kind of sense in this comment, even though it is nonsense. As a class, city superintendents are less sophisticated than formerly, less cocksure of their possession of a gift of second sight enabling them to pass with off-hand certainty upon the processes and products of the teacher's work.

The particular plan or device employed seems to me to be relatively unimportant (a) providing there is clear recognition of the foundation principles above defined; (b) providing, there is no attempt to over-elaboration of minor details, and (c) providing the main value stress is placed upon clearly defined results of teaching, rather than upon formal procedure or upon personal factors of presumptive educational worth. In these several respects, however, practically all of the systematic efforts to analyze teaching ability, put forth in recent years, have left much to be desired.

The solution of the practical problem of teaching merit may not be *talked out* on the platform. It must be *worked out* in the school room, by teachers and supervisors, with that intelligence, detachment, and painstaking care that hallmarks all work of a truly scientific character.

We need cooperative experimental work over a wide area, and under various conditions. The results of the experience of different individuals with different plans must be scrutinized and compared. Efficiency is not a problem to be met and solved by the individual teacher and supervisor. A group of a dozen competent superintendents, of relatively small school systems, working together upon this problem could do more in a single year in the production of a workable method for the determination of the merit of teachers than could a hundred superintendents and non-superintendents working alone for a generation.

UNIFORM TEXT BOOKS

(The SIERRA EDUCATIONAL NEWS seldom publishes an anonymous article. As the author of the following requested that his name be not used we are meeting his wishes. The article was written by one of the leading school men of the state.—Ed.)

To the Editor of the SIERRA EDUCATIONAL NEWS,

Dear Mr. Editor:

I want to say a few words in commendation of the proposed legislation looking towards the providing of free and uniform text-books for the high schools of California. This is known as Senate Constitutional Amendment No. 15.

For some years, as you know, we have had uniform text-books in the elementary grades. Two years ago it was voted to furnish these free to the pupils of the State. This did not apply to high schools. The proposed legislation will extend to high schools the uniformity and the freedom which have been such a popular measure in the grades.

As I see it, Mr. Editor, there are three reasons why such legislation should be enacted. The first is the value of uniformity in education. This has always been a strong point in the American public school—uniformity. The individuality of the pupil has not been permitted to stand in the way of his receiving just the same kind of education that every other pupil received. His position in the social scale did not prevent, even sex was not permitted to obscure, this ideal. Girls and boys are all put through the same courses, taught the same subjects, in the same manner, And so with the community. No matter what its own particular interests are, nor where it may be located, its children are given the same education as the children in every other community. True it is that some misguided educators have complained of this, and have thought that the community that paid the bills ought to have more say as to what was taught in their schools, but these persons have formed a minority, and their efforts to prevent the realization of the ideal will be still further nullified by the passage of this Amendment.

The second reason is that the business of the State Printing Office will be greatly increased, and occupation will be afforded many more men and women. It is a fine thing, thus to combine dollars and education. It tends to give the pupils in our schools greater respect for the State, to feel that the making of jobs for their relatives and friends is of prime importance to the State. We have already seen this idea working beautifully in many communities, in the way in which positions in the schools are given to deserving persons of the community who might otherwise be without a job.

But by far the greatest reason I have seen adduced in the press and elsewhere for the passing of this Amendment is that we shall gradually get rid of those text-books prepared by persons living in the effete East, and substitute therefor books written by citizens of our own Golden State. We are gradually realizing the folly of expecting anything written or made outside California to be as good as the "home product," whether it be a book, or a man, or scenery, or fruit. Many of our own educators will now be able to have their own creations published, a thing they have been unable to do because of the unreasoning preference of the publishers entertained for writings of persons from eastern states. A few of our writers have managed in some unknown way to break through the ring, but they are few.

There is one further advantage that will probably accrue if this Amendment becomes active. I hope that when our legislators see what an improvement it will be to our schools to have all texts written by Californians they will take one more step and exclude from our courses in literature the old time-worn English classics which have been studied from time immemorial (Shakespeare, Chaucer, Milton, Dryden, Wordsworth, and the like), and substitute for them modern up-to-date literature by California writers. It seems to me, Mr. Editor, that our children should first become acquainted with the writings of their own country-men. Then, if there is any time left, they might be given some general information about the writers of an older day.

JUNIUS JUNIOR.

THE COUNTY UNIT
NELL G. THAYER
Jerseydale, Cal.

IT is reported that our 1915 Legislature is to hold a short session and that educational bills are not to be so numerous as they were two years ago. Perhaps the children of our fair land will have their interests watched by a few of the faithful and we can put through some of the most needful measures if we "get together."

The U. S. Bureau of Education in its survey of the schools of the Nation found that the greatest need of rural schools is reorganization which would bring better administrative and supervision of schools. The thing that more than all else hinders growth in schools of California is our single district system. We have no longer the conditions which called forth this system. 'Tis a relic of ox-team days.

An argument used for it is that by having rural schools administered by district trustees we keep the school close to the people. What people? Perhaps the trustees feel its closeness, but can't show their feelings. There is no feeling of "this is our institution" manifested by patrons or trustees, if appearances count for anything. Many times I have seen the ignorance of trustees standing between the school and the people—holding back the work for higher things that teachers and mothers wanted to do.

Does anyone think that in discussing school problems that come to us we mothers can get nearer the school by consulting district trustees than we could had we to consult a county trustee? What does the mother accomplish if she consults a district trustee on the physical condition of children, the personality of the presiding Pollyann and the newly cut-out curriculum? Usually she accomplishes the acquisition of the name "meddler."

No. We have no elementary schools that are in close contact with the people. The secondary schools feel a little closer, but not nearly so close as our universities. The leaven may work downward in time. We should work to put into the hands of a board of county trustees the work now done by district trustees and part of the work done through the county superintendent's office. The clerical part of the superintendent's work we are paying dearly for—that is not what a county superintendent who is a schoolman or woman should have to do. The children and teachers need the head man out to see them often instead of once a year.

Great system, isn't it?—three trustees in each district and the county hiring their bookkeeper for them and calling him a supervisor of schools.

A board of five trustees, elected by supervisor districts, to buy all supplies, build and repair buildings, engage teachers and janitors and draw warrants, passed to the auditor and then to treasurer, as are other claims, without the superintendent having to keep books for them, is the board we need.

Members of this board should have pay for their work. It's no more right to ask them to be our public servants without pay than it would be to ask free private service from them. All the little checks that have to be put on this kind of commission will be put on by the law makers—we needn't fear that it will be left too much power. Boards of incorporated towns and cities should be let alone. The sick need the physician and it's the rural schools that are ailing in California today. That in other States "their health is poor" counts not—in California all should be well.

In talking with the electors I learned that they are anxious to be rid of our local school boards—"if it can be done." Teachers should write to educational committees of Assembly and Senate to show their interest in the educational bills.

THE VANISHING SCHOOLMASTER

ROGER J. STERRETT

High School, Los Angeles, Cal.

THE schoolmaster will soon be found in the traditional types preserved by Goldsmith and Irving, for the last of his kind is well on his way to follow the dodo. The dodo, be it noted, departed into the limbo of mere natural history largely unregretted—because no one had ever found much use for a live dodo anyway. Perhaps, under the future feministic dominance of our society, the male school teacher will be eliminated with less regret.

Triumphant feminism may ignore the astonishing figure that shows over 150,000 more boys than girls enrolled in the public schools of the country. If the State is educating the 9,000,000 boys to take even an equal share in the duties of citizenship, the extinction of the man teacher may bring with it two ominous questions.

"Is it best for the State? Is it best for the boys?"

Within the last forty years the tribe of schoolmen has been half wiped out. Figures for the entire country show a decline since 1870 from 41 per cent to 20.7. In cultured Massachusetts and in agricultural Iowa the men have decreased to but nine per cent of the number of teachers.

During these forty and more lean years of diminution the teacher has played the game of living on a constantly narrowing margin. Since 1896 retail food prices alone have risen 61 per cent. At the end of this period we find the schoolman trying to support his family on an average wage of \$564. As this estimate includes all the choice political superintendencies, principalships, etc., with the fair salaries, it is evident that the common school man, about 100,000 of him, can be rated as a wage-earner with the prodded, plodding "navvy, the cholo and the hunky."

In Indiana, the Hoosier schoolmaster, an heroic thirty-five-hundredths of the educational force, gets along on \$72.40 per month, and across the line in Ohio, where the cost of plain living, rubber tires and gasoline, cannot be appreciably lower, the pedagogue must meet his monthly bill collector with ten dollars less. However, as a concession to the state pride of the Buckeyes and the Hoosiers, it should be added that they have so many small colleges and flourishing farms that the college graduate who follow the "profession" in winter, can fatten up in the summer by pitching hay and feeding hogs at good wages.

We are always assured that only the rural teachers are underpaid. California is rural about 200 miles wide and 1000 miles long. It has only three cities with over 100,000 population, as compared with the five of Massachusetts. Yet this farmer commonwealth of California not

only spends more per capita for school purposes than does Massachusetts, but it pays its women \$25 more per month. In its average salary of \$94 for both sexes, you have the highest figure from any state.

"The good old times of the little red school house" belong with the rest of the dodo mythology. For back in the "splendid idle forties" extolled by Gertrude Atherton and the Ramonamaniacs, Los Angeles, California, had one school teacher, maintained by the municipal ayuntamiento, the town council, which prescribed his educational qualifications. "The determining one was a willingness to accept \$15.00 a month," is the deduction of the historian Mr. Alfred Guinn, after he records the fate of each attempt in two decades "to get a raise."

But that little Mexican pueblo seventy years ago showed a civic intelligence that might be compared favorably with that of the New England state of Vermont which, according to the latest report of the National Commissioner of Education, is paying its teachers about \$35.46.

The male teacher has been forced to choose between duty to the children of others and to his own.

A salesman who was once traveling in company with the dean of a law college frankly expressed the economic status of the teacher when he said "I never could understand how any man who was smart enough for a professor could be fool enough to be one."

The laboring man who holds a card in a militant trade union looks on the schoolmaster as a sort of invertibrate survival who is unable to adapt himself to modern industrialism.

But the various attempts to unionize the teachers have not been so successful as to encourage the schoolmen to line up against the wall and be shot off the payroll. The walk-out is the one passive protest of the dwindling twenty per cent.

Militant syndicalism will not be adopted by teachers in this country because their own sentiments are opposed to it. The vanishing American schoolmaster still wears proudly the old-fashioned virtue of loyalty, like the Hawaiian floral lais of love and farewell. He feels a duty to the country and to that great potential citizenry of growing boys. Industrial syndicalism recognizes no sentiments, no impulsion except the need to eat. No man would elect to remain in the schools unless he put his faith in an ideal of social service.

To help real boys you must have real men—men who can do things that boys are interested in. The meticulous politeness and nicety of manners traditionally ascribed to dancing masters and to school teachers are wearisome to any honest, hearty boy. He does not value them in terms of sincerity or success.

But the schoolman of the right breed, the one who likes boys, goes with his boys into their work and to their summer camps, to live, ride, swim and hunt with them together subject to the law of the trail. He learns as much from the boys as they learn from him. He could win a living outside of the schoolroom.

Possibly feminism and the cost of living will compass the extermination of the species. But there will remain unanswered the two ominous questions: "Was it best for the State? Was it best for the boys?"

ABSOLUTELY INCAPABLE?

MRS. M. L. FULKERSON

Salem, Oregon

ELSIE WALTON came to Freeport with her parents and little brother when she was seventeen. When she entered the Freeport public school she had no documents to prove her standing as to scholarship. "We left back East before the report cards were given out," she said when she met her new principal in his office.

Very convenient isn't it, to have our minus-quantity children leave us before the time comes to "give out report cards?" It saves our reputation in a way, if the records show all good grades. We do not stop to think that those pupils who are marked "Changed residence" in the register may have occasion to tell where they attended school last and who their teacher was. Isn't it just possible that our teaching ability may often be judged by the showing made by these minus-quantity-no-report-cards pupils who leave us? Elsie said, "I think I can do fifth grade work all right.

Elsie's mother said, "Elsie's smart but it just happens that she's been unlucky with her teachers. There aint none of 'em been willing to push her on like she'd ought to go. The last one had a spite against her."

The Freeport principal thought best to make immediate decision in Elsie's case lest trouble ensue and trouble is always inconvenient. "Yes, Elsie," said he, "I think you should be able to do the work in the fifth grade, and I'll put you there for the present and if you find it too easy you can step up to the next grade." "Thank you sir. I'm glad we come West where Elsie will have a show with the other girls," and Elsie's mother with a face like a good natured full moon waddled out of the office.

Elsie was busy all the time but she didn't seem to enjoy the school work as far as the regular routine was concerned. If there were any school room decorations to be put up she could do it quicker and more artistically than the teacher. When the school sang, her voice led all the rest. She could "speak a piece" on short notice, but she could not

remember dates in history nor solve a "clothed problem" in arithmetic, no not even if she were kept in at recess for a week.

In Freeport the school records were kept in a big leather bound book. There was a space for each pupil's name, age, previous condition of servitude, final examination grades, and the last space was headed "Remarks." When the school year ended, the fifth grade teacher wrote opposite Elsie Walton's name, in the space set aside for "Remarks," "Absolutely incapable," with a good, strong underscore.

The next year, having failed to "pass," Elsie was ashamed to re-enter the public school so she enrolled as a special student in a little denominational college in the town. When she had been there three months the principal of the public school chanced to meet the president of the college in the barber shop.

"How is Elsie Walton doing this fall?" asked he of the public school.

"Absolutely nothing," said he of the college. "We just tolerate her and allow her to remain because she wants to, but she is a girl who will never amount to anything. She has no ability for anything cultural."

Two weeks later the college issued invitations for a recital, and as I passed into the chapel I was given a printed program, the first number of which was, "Address of Welcome, by Miss Elsie Walton." The third number was "Solo, by Miss Elsie Walton," and so on down the list, Elsie figuring in one way or another in about one-half of the program.

By and by a new preacher came to town. Was it the college president who arranged for his arrival? No, it was Elsie Walton who marshaled forces and scrubbed the shabby old parsonage until it fairly shone. Elsie believed that "Cleanliness is next to godliness," and did all she could to put it there. It was Elsie Walton who planned the formal reception in honor of the man of God, though the college president stood at the head of the receiving line.

When May day came it was Elsie Walton who drilled the children of the Sunday school for the exercises on the college campus and superintended the winding of the May pole.

It was Elsie Walton who decorated the chapel for the commencement exercises in June. It was Elsie Walton who took care of the president's baby while his wife played the march for the graduating class.

Elsie was everywhere, yet "She had no ability for anything cultural."

Someway, deep down in my innermost soul, there lurks a thought that perhaps Elsie was allowed to remain in the college because they could not possibly get along without her.

Absolutely incapable? Think twice before you write it in the big leather bound book of judgment, and then think again.

CALIFORNIA AT THE PANAMA-PACIFIC INTERNATIONAL EXPOSITION

ARDEE PARSONS

CALIFORNIA'S participation at the Panama-Pacific International Exposition surpasses anything ever before attempted by the state in which an exposition has been held. In most cases no attempt toward a unified state exhibit has been made; but California, with her characteristic western spirit of endeavor, has accomplished the unusual. No money was voted by the state direct to maintain an exhibit. All the money raised therefore must come from the people themselves voting as county units. True, the amounts have not been equal in all counties, but the responses have made possible a number of things that otherwise would have been forgotten. At the head of the entire state organization is Mr. W. D. Egilbert, Commissioner General of California.

The center of the extensive displays is the \$2,000,000 California building, an immense structure built on characteristic Spanish Mission architectural lines. The main section of the building fronts on Administration Avenue and the Marina, with an open patio along the side which faces San Francisco Bay and Golden Gate.

The distinctive features of the building are three sections divided by the wings: the Administrative side where the officials of the exposition and of the State Commission have their offices; the California Host Building, where the Woman's Auxiliary Board of the Exposition maintain offices, rest room, tea rooms, and a social hall, where every afternoon are held the popular dansants; the Counties Display Building, where the various counties have made adequate showing of their products and industries.

A garden which forms the communicating pathway for all of the sections is a cypress hedged reproduction of the Forbidden Garden of the Santa Barbara Mission. A day spent in the California Building is hardly enough in which to see the variety and wonder of the exhibits. Great care has been taken in the individual displays to bring out those features which are most necessary for the public to grasp—soil, climate, and productiveness of the locality. The exhibits are controlled by the Board of Supervisors of each county, who in turn have appointed a Board of Commissioners with able assistants. Also, there are motion pictures in the individual county auditoriums that graphically display the best and the most advanced stage of its development.

Eight of the main exhibit palaces contain state displays. The most unique of these is 70 acres of horticultural display, this in addition to the gardens of the exposition with their ever-changing variety of blooming color.

In the Educational Palace the state is displaying a unified exhibit of school architecture, through models and photographs. Another feature of the exhibit is the motion picture display showing films from every portion of the state. These films are illustrative of buildings and grounds, school activities, apparatus, agriculture and horticulture, athletics, excursions, school pageants, libraries, classwork, and in fact every phase of the life of the school. Here is shown for the first time the possibilities of real educational motion pictures.

CALIFORNIA TEACHERS' ASSOCIATION,
CENTRAL SECTION
ARTHUR H. CHAMBERLAIN

The annual meeting of the California Teachers' Association, Central Section, was held at Fresno, March 15 to 18 inclusive. Meeting with the Association were the annual institutes of Fresno, Tulare and Kings Counties.

Superintendent J. E. Buckman of Tulare County, presided. The program had been left very largely in the hands of the Treasurer, Principal A. M. Simons, of Visalia. The speakers secured for the general sessions included President Benjamin Ide Wheeler, University of California; Chancellor David Starr Jordan, Stanford University; Rev. Matt Hughes, Pasadena; Dr. Ellwood P. Cubberley, Stanford University; E. Morris Cox, President California Council of Education.

At the various section meetings, addresses and discussions were given by Principal De Witt Montgomery, Santa Rosa High School; Dr. Allison Gaw, University of Southern California; Professor L. E. Bassett, Stanford University; Mrs. H. W. Calvin, Bureau of Education, Washington, D. C.; Miss S. L. Lewis, Oregon Agricultural College; Miss Anna M. Wiebalk, Los Angeles Normal; Commissioner Will C. Wood; Prof. W. G. Hummel, University of California; Supt. J. H. Francis, Los Angeles; President Ednah A. Rich, Santa Barbara Normal; Arthur H. Chamberlain; A. N. Hatherell, Los Angeles.

A commendable feature of the general programs was the fact that they were not over-crowded, thus leaving opportunity for music and literary features, and for the social side without encroaching unduly upon the time. The section meetings, with the exception of the music work, were all held in various rooms of the High School. This centering of interests proved a very satisfactory feature. The music, under the general direction of Messrs. A. G. Wahlberg, J. H. Lyons, Earl Towner and H. C. Stad-miller, was, as is always the case at the Central Section, very superior.

The Educational Exhibits were more than ordinarily fine. They consisted of work in Fine and Applied Art, Design, Industrial Work, and the like. These exhibits, including the agricultural and rural school exhibits, are of great value to teachers in both country and city.

Of the entertainments, there was a special evening program by High School talent under the direction of Mr. Earl Towner given at the High School Auditorium. This was a rendition of the popular opera by Gilbert & Sullivan, *The Trial by Jury*. There was a banquet by the Alumni of the Fresno Normal School, and one by the Schoolmasters' Club of the Central Section. On one evening there was a general reception at the Municipal Auditorium preceded by a motion picture exhibit showing scenes in the Sierras.

The Resolutions Committee consisted of Osmer Abbott, Chairman, and Messrs. Frank Lane, A. M. Simons, J. E. Meadows, and M. M. Whiting. The section chairmen were as follows: Commercial, John M. Cox, Clovis; English, Susie McD. Rabourn, Visalia; Music, A. G. Wahlberg, Fresno; Primary, Edna Orr James, Fresno; Manual Arts, Geo. B. Holmes, Visalia; Administration, E. F. Blaney, Orosi; High School, H. M. Shafer, Hanford; Agriculture, A. A. Sorenson, Fresno; Grammar, L. E. Richards, Selma; Science, G. H. Bardsley, Fresno; History, G. F. Geer, Coalinga; Household Arts, Lillie H. Dahlgren, Fresno.

The officers elected for the ensuing year are: President, Craig Cunningham, Superintendent Madera County, Madera; First Vice-President, J. E. Meadows, Superintendent Kings County, Hanford; Second Vice-President, H. M. Shafer, Principal High School, Hanford; Treasurer, A. M. Simons, Principal High School, Visalia; Secretary, E. W. Lindsay, Superintendent Fresno County, Fresno.

Representatives in the California Council of Education: W. D. Bannister, Principal High School, Lemoore; L. E. Chenoweth, Superintendent Kern County, Bakersfield; Miss Margaret Sheehy, Superintendent Merced County, Merced. At the business meeting Mr. Simons was named to represent the section and to act with the Legislative Committee of the California Council of Education in legislative matters.

There were in attendance 1,000 to 1,200 teachers. As the new Municipal Auditorium did not prove satisfactory for general meetings, the sessions, following the first, were held in one of the theater buildings. Educationally, the meeting was a distinct success, and the officers, especially Messrs. Buckman and Simons, are to be congratulated.

RESOLUTIONS

Central Section, C. T. A.

Whereas, the California Teachers' Association has assisted in securing the teachers' pension law and other much needed legislation; and Whereas, it is now working for a minimum wage law for grammar and high school teachers; and Whereas, its power and efficiency depend upon a large membership,

Resolved, That every teacher in the San Joaquin Valley should be a member of the C. T. A. and assist, by contribution, presence and enthusiasm, the work of this organization.

Whereas, the teachers' retirement fund has but lately been established and its exact effects are not yet apparent,

Resolved, That we oppose any present change in it.

Whereas, a bill for state monopoly and manufacture of high school text books has been introduced in the legislature; and Whereas, this would cause a very great expense to the tax-payers; and Whereas, it would greatly hamper the work of the high schools, preventing their use of the text books which are best fitted to the locality; and Whereas, it would tend to stifling of thought and prevention of advance on the part of teacher, and hence of pupil; and Whereas, the best books could often not be obtained by the state,

Resolved, That in the opinion of the Central Section, any removal of the choice of text books from the local high school will result in an inferior education, less fitted to local needs; and be a serious blow to our splendid system of high schools.

Whereas, a proposed law would have a stereotyped course of study prepared for the high schools

Resolved, That no law should be passed preventing communities from forming and altering their courses of study to fit the needs of the locality.

Among the bills before the State Legislature we recommend:

Senate Bill No. 819, making a county tax for high schools and thereby removing the unequal conditions affecting many high schools;

Assembly Bill No. 17, raising the minimum appropriation to \$18 per pupil;

Senate Bill No. 760, providing for a practice high school for the use of the State University;

Senate Bill No. 86, making September 9th, the Friday after Thanksgiving, Washington's Birthday and Decoration Day school holidays; and

Assembly Bill No. 939, providing the means for the loaning of moving picture films to schools, under the charge of the State Board of Education.

Resolved, That we favor an adequate increase of the County Superintendent's force with salaries large enough to attract the most capable men of the county, and

Resolved, further, That we believe contiguous districts should be encouraged to unite and secure the services of a supervising principal.

Whereas, the present State text books have been in use in the public schools of this state for several years; and Whereas, it is the consensus of opinion of the teachers in the public schools that the present text books do not fulfill the requirements for which text books are intended; therefore, be it

Resolved by the C. T. A. Central Section, in convention assembled: That at the expiration of the time for which the present text books have been adopted that the State Board of Education be requested not to select and adopt other text books until the same have had a fair and impartial trial by both teacher and pupil, and have received the endorsement of the teachers of the State.

Whereas, the work of the 6th, 7th and 8th grades is greatly hindered by the law against home study,

Resolved, That Section 1665 should be so altered as to allow teachers in their discretion to require home work of pupils in those grades.

Educational Directory

CALIFORNIA TEACHERS' ASSOCIATION CALIFORNIA COUNCIL OF EDUCATION

President - - - - - E. MORRIS COX, City Hall, Oakland
Secretary - ARTHUR H. CHAMBERLAIN, Monadnock Bldg., San Francisco

BOARD OF DIRECTORS E. Morris Cox - - President

A. J. Cloud, San Francisco	Miss Edith Hodgkins, Los Angeles
C. H. Covell, Redlands	Miss Anna Keefe, Oakland
J. A. Cranston, Santa Ana	E. W. Lindsay, Fresno
Mrs. S. M. Dorsey, Los Angeles	H. G. Rawlins, Willows

BAY SECTION, CALIFORNIA TEACHERS' ASSOCIATION

President - - - - A. J. Cloud, San Francisco
Secretary - - - W. L. Glasscock, San Mateo

Representatives in Council of Education

John Anderson, Stockton; L. B. Avery, Oakland; F. K. Barthel, San Francisco; A. J. Cloud, San Francisco; Minnie Coulter, Santa Rosa; E. Morris Cox, Oakland; W. L. Glasscock, San Mateo; Anna Keefe, Oakland; C. J. Du Four, Alameda; Alexis F. Lange, Berkeley; J. W. Linscott, Santa Cruz; Elizabeth Sherman, Oakland.

CENTRAL SECTION, CALIFORNIA TEACHERS' ASSOCIATION

President - - - - Craig Cunningham, Madera
Secretary - - - - E. W. Lindsay, Fresno

Representatives in Council of Education

Lawrence Chenoweth, Bakersfield; Craig Cunningham, Madera; W. D. Banister, Lemoore; E. W. Lindsay, Fresno; Margaret Sheehy, Merced.

NORTHERN SECTION, CALIFORNIA TEACHERS' ASSOCIATION

President - - - - Ralph W. Camper, Williams
Secretary - - - - H. G. Rawlins, Willows

Representatives in Council of Education

*Mrs. Minnie Abrams, Oroville; Ralph W. Camper, Williams; Chas. C. Hughes, Sacramento; H. G. Rawlins, Willows; Allison Ware, Chico.

SOUTHERN SECTION, CALIFORNIA TEACHERS' ASSOCIATION

President - - - - C. H. Covell, Redlands
Secretary - - - - J. O. Cross, Pasadena

Representatives in Council of Education

H. J. Baldwin, San Diego; Carrie Coddington, San Bernardino; L. E. Cooley, El Centro; J. A. Cranston, Santa Ana; C. H. Covell, Redlands; J. O. Cross, Pasadena; Mrs. S. M. Dorsey, Los Angeles; J. H. Francis, Los Angeles; Edith M. Hodgkins, Los Angeles; Bessie Jackson, Pasadena; Cora E. Lamb, Los Angeles; Duncan Mackinnon, San Diego; H. H. McCutchan, Long Beach; Emily Pryor, South Pasadena; J. E. Reynolds, Ventura; J. H. Rhodes, Pasadena; W. L. Stephens, Long Beach; W. W. Tritt, Los Angeles; A. N. Wheelock, Riverside.

*Deceased.

MEETING OF CALIFORNIA COUNCIL OF EDUCATION

The Council of Education met in the Council Chamber, City Hall, Sacramento, on April 9th. The meeting was called to order by President E. Morris Cox at 11:15. On roll call, the following members responded:

Bay Section: L. B. Avery, E. Morris Cox, C. I. Du Four

Central Section: W. D. Bannister, Craig Cunningham.

Northern Section: Ralph W. Camper, Chas. C. Hughes, Allison Ware.

Southern Section: C. H. Covell, J. A. Cranston, J. O. Cross, Mrs. S. M. Dorsey, Edith M. Hodgkins, Cora E. Lamb, H. H. McCutchan, Miss Emily Pryor, J. M. Rhodes, W. L. Stephens.

The President reported he had requested the Superintendent of Public Instruction and the Commissioners to be present and make brief statements regarding the status of the legislation in which each was particularly interested. Superintendent Hyatt discussed the necessity for some legislative enactment that would replace the loss of the poll tax, and stated that legislation along this line was of greater necessity than in any or all other fields combined. Commissioner Synder discussed briefly the status of the Vocational Educational bill; Commissioner Schallenberger, the Rural School Supervision measure; Commissioner Wood, the certification, text book, high school and other bills; and Job Woods, Jr., the financial bills, the Library law and Certification bill.

President Cox gave a resume of the bills now before the Legislature that were being forwarded by the Council, speaking particularly of those relating to the payment of salaries, library books, rural school supervision, the financial measures, including the minimum salary law, and Section 1687 of the Political Code. Mr. Cranston moved that sub-committees be appointed to consider these several measures and report upon the same, which motion was carried unanimously.

Following a brief recess the President announced sub-committees as follows:

1. Payment of Teachers' Salaries: L. B. Avery. Mr. Avery was requested to discuss the situation with the Commissioners.

2. On Section 1687: Mr. Du Four, Chairman; Mr. Hughes, Miss Hodgkins, Miss Pryor, Mr. Bannister.

3. Rural School Supervision: Mr. Cranston, Chairman; Mr. Camper, Mr. Cross, Mr. Cunningham.

4. Libraries: Mrs. Dorsey, Chairman; Mr. Stephens. Committee to consult with Dr. Schallenberger.

5. Financial Measures, including minimum salary: Mr. Rhodes, Chairman; Mr. Covell, Miss Lamb, Mr. McCutchan, Miss Margaret Burk. While not a member of the Council, the President appointed Miss Burk, there being no Council members present from San Francisco. Council then adjourned until 2 p. m.

On re-convening, Dr. Rhodes reported for the Finance Committee as follows:

1. The absolute necessity of some form of legislation to provide funds to replace the loss caused by the repeal of the poll tax.

2. The committee recommended a decided stand against any modification of Section 1840 of the Political Code by either amendment or repeal. There are already too many meanings attached to the present law, and that there should be but one interpretation of the law.

3. The committee recommended strongly a fifteen-cent maximum rate for a building fund, this to be included in a new section of the law.

4. A ten-cent limit for a Kindergarten Fund. The vote on this report was unanimous.

Mr. Cranston, for the Committee on Rural School Supervision, reported as follows, on the re-amended bill:

"The California Council of Education is of the opinion that the most serious problem in rural education is adequate supervision. We unanimously recommend and urge the passage of Senate Bill 452. We regard it as the most important piece of constructive legislation now under

consideration." The report of the committee was adopted following a discussion participated in by Dr. Schallenberger, Miss Harriet S. Lee, Supt. of Yolo County; Mr. Rhodes, Mr. Cross, Mr. Cox and others.

Mrs. Dorsey, for the Committee on Library Law, reported in favor of the Prendergast Bill, the report being approved.

Mr. Avery reported on the salary matter as follows:

"An amendment to Senate Bill 193, page 3, line 22: Any Board of Trustees, or Board of Education, may pay the teachers employed by them on the first day of the calendar month, or if such day fall upon a holiday, on the last business day previous to the first day of the month, and such teachers as have been in their employ for the full time in which school was maintained the previous year, may be paid in twelve payments; provided, that a teacher who serves less than a full fiscal year is entitled to receive as salary an amount that bears the same ratio to the established annual salary for such portion as the time he teaches bears to the annual school term, and in such installments as the Board of Education may direct." Report was approved.

Mr. Du Four reported for the committee appointed to consider Section 1687. The committee had been unable to agree, a majority of three favoring the Maddux bill, although not unqualifiedly. Miss Hodgkins spoke for the minority, submitting the following proposed amendment to the Maddux bill. She stated that the minority would gladly have agreed with the majority upon some measure satisfactory to all, and one less drastic than what was proposed.

Proposed amendment to Maddux bill submitted by Miss Hodgkins:

"In all schools having more than two teachers, pupils of the first grade shall be taught by teachers who have had at least two years' experience or by normal school graduates. In cities, board of education shall pay the same salary to all teachers employed in the elementary schools except principals, supervisors giving more than two-thirds of their time to supervision, teachers of parental schools and teachers of classes for the deaf, dumb, blind and feeble minded; provided, that boards of education and boards of school trustees may adopt a schedule of salaries based on years of experience in teaching, and pay teachers according to such schedule. In fixing salaries under such schedule, a year of absence devoted to additional preparation for teaching shall be counted as a year of experience, provided that not more than two years of such preparation shall be so counted; and in no case shall boards of education or boards of school trustees draw orders for the salary of any teacher in violation of this provision, nor shall any superintendent draw any requisition for any salary of any teacher in violation thereof."

Discussion followed the majority and minority reports. Mr. Hughes stated he did not particularly favor the Maddux bill, preferring 1687 in its original intent. Miss Lamb advocated the retention of 1687. Following discussion by Mrs. Dorsey and others, Miss Lamb asked for the roll call on the Maddux bill. When in the progress of the vote, Mr. Cross explained that the Council of the Southern Section had voted to have 1687 retained as at present, Mr. McCutchan, who at first requested the privilege of not voting, voted no, and Mr. Cranston changed his vote from aye to no. The roll call was as follows:

Ayes: Mr. Avery, Mr. Bannister, Mr. Camper, Mr. Du Four, Mr. Hughes.

No: Mr. Cox, Mr. Covell, Mr. Cranston, Mr. Cross, Mr. Cunningham, Mrs. Dorsey, Miss Hodgkins, Miss Lamb, Mr. McCutchan, Miss Pryor, Mr. Rhodes, Mr. Stephens.

Miss Bray of San Francisco presented the following resolution which had been adopted at a meeting of teachers in her city:

"Resolved, That it is the sense of this meeting of the teachers of the San Francisco Public Schools that we disapprove of any of the amendments of Section 1687 of the Political Code presented for our consideration this morning, and that we ask that the present law remain as it is until the next session of the Legislature."

President Cox relinquished the chair to the Secretary and spoke strongly upon the desirability of the Council reaching a decision in the matter of Section 1687. He presented the following suggestion as a basis for a modified 1687: "In all elementary schools having two or more teachers beginners shall be taught by teachers who have had at least two years' experience or by normal school graduates; and no discrimination in salary shall be made in the elementary schools based on the grade, class or subject taught; but this section shall not prohibit boards of education or boards of school trustees from paying to teachers salaries based on experience in teaching; nor from paying to teachers salaries based on requirements made by boards of education or boards of school trustees in reference to preparation or training of not less than one year, in addition to that required for the granting of an elementary certificate."

The Council adjourned temporarily to meet in joint committee with the Educational Committee of the Senate, first passing resolution of thanks to the Superintendent of the Sacramento School Department and to the city for courtesies extended. Resolutions of thanks were also passed in consideration of the courtesy of the Legislative Committee of the Senate.

On reassembling at the Capitol Building at 4:15, Chairman Anderson of the Committee on Education of the Senate, called upon President Cox, who made a statement concerning the work of the Council. President Cox called upon the chairman of the various sub-committees, who made their reports as indicated in the preceding paragraphs. Miss Lamb spoke for the Southern Section Council in the matter of 1687, stating that no change in the present law was desired. After further consideration of financial measures and a closing statement by President Cox, the Council of Education adjourned to meet in San Francisco at 10 o'clock Saturday morning, April 10th.

ARTHUR H. CHAMBERLAIN, Secretary.

ADJOURNED MEETING, CALIFORNIA COUNCIL OF EDUCATION

The adjourned meeting of the California Council of Education was held in the Assembly Room, second floor Monadnock Building, San Francisco, on April 10, at ten o'clock, President E. Morris Cox in the chair.

The roll call by Secretary Chamberlain disclosed the presence of the following members:

Bay Section: L. B. Avery, E. Morris Cox, C. J. Du Four, Anna Keefe, Elizabeth Sherman.

Central Section: W. D. Bannister, Craig Cunningham, E. W. Lindsay.

Northern Section: R. W. Camper, H. G. Rawlins.

Southern Section: C. H. Covell, J. A. Cranston, J. O. Cross, Susan M. Dorsey, Edith M. Hodgkins, Cora E. Lamb, H. H. McCutchan, Emily Pryor, J. M. Rhodes, W. L. Stephens.

The minutes of the annual meeting of April 11, 1914, and of the Council meeting of October 12, 1914, were approved as published in the Sierra Educational News. The minutes of the Council meeting of April 9, 1915, were approved as read.

Mr. Lindsay raised the question as to whether the Council had approved the Rural School Supervision measure. While in sympathy with the principle of the bill, he was opposed to having the County Supervisors name the assistant superintendents or rural school supervisors, believing this power should be lodged in the hands of the County Superintendent. General discussion followed.

The Secretary read a letter from Miss Lloy Galpin of Los Angeles, in opposition to Senate Bill No. 1129. Statement was made that it was

unwise to attempt to extend to city school libraries a school law beneficial to county libraries and harmful to those of the city. Discussion was indulged in by several, and a motion by Mr. Cross was passed unanimously as follows:

Resolved, That it is the sense of the California Council of Education, that we oppose that portion of Senate Bill No. 1129 which allows the placing of the control of city school libraries in the hands of city library boards. Copy of this resolution was ordered transmitted to the Legislative committee of the Senate.

Growing out of a suggestion by Mrs. Dorsey that copies of important resolutions and matters relating to education be sent to the Commissioners and prominent school officials, President Cox stated that it had been the custom during the past months for the President and Secretary to send all such communications to school officials and members of Legislative committees interested. The President stated his belief in the necessity for giving publicity to matters of state-wide legislative importance. The Chairman was asked to formulate a motion covering the points made.

Miss Hodgkins suggested an amendment to the Constitution such that a Council member absent from two consecutive meetings, without proper excuse, should forfeit membership in the Council. She stated that the work was so important that membership on the part of those who did not take interest in attending meetings, should be discouraged. Other speakers followed in the same vein, and a resolution by Mr. Rhodes prevailed to the effect that a committee be formed, composed of the presidents of the local sections, this committee to formulate a plan, to be presented and acted upon at the next meeting of each section.

The report of the Auditing Committee, signed by the Chairman, Professor H. R. Hatfield, was presented and passed to the afternoon session.

The President of the Council presented his report.

Annual Report from the President of the Council

It has been the privilege of your President to present in person to each of the four sections an account of the work being carried on this year by the Council, and in every case by resolution and otherwise, there has been decided approval and encouragement offered from every quarter. The policy we have established of giving just as great publicity as possible to the transactions and recommendations of the Council has met with cordial response.

The interest in the work of the C. T. A. has grown most rapidly. Our membership has increased from 6,000 in 1910 to 10,000 in 1915. Local teachers' organizations and county institutes use our committee reports and recommendations for program topics and the assistance from such sources regarding desirable legislation has been most valuable.

This of necessity has been largely a legislative year. The proposals of the Council are before the Legislature and none of them have yet met reverses. It is too much to hope for that all of our bills shall be enacted into law. But several of them have already passed one or both houses and at present not one of our measures has been "put out of the running." Your Legislative Committee has been received willingly and even cordially by the legislative committees and the Governor, and our arguments have surely received all the consideration they deserve.

The most serious legislative problem at present is that of finances. It appears that the Legislature would be glad to replenish the State School Fund if money could be found readily to do it and they may use extra exertions to find the money. Something may be hoped for, too, regarding limits of local taxes for schools. No one need have any doubts about the Legislature being interested in the welfare of the pub-

lic schools, and every one may rest assured that nearly all of the legislators earn their salaries. They work all the time and they endure much too that must try their patience to the breaking point.

Recommendations

The question has frequently been raised that the name of our "official journal" is not the most suitable one. Consequently it would seem that this matter should be taken under careful consideration. The same applies to the title of our Secretary now applied to our executive officer. Some title more appropriate to the position and the duties performed should be discovered.

At this time with our legislative measures still pending, it is not possible to make a proper list of the matters requiring committee investigations this coming year. Hence I recommend that the Council authorize the incoming President to appoint such committees as may seem desirable.

I cannot close this report without a proper recognition of the vigorous and effective work performed during the year by the Secretary, Mr. Chamberlain, and the Advertising Manager, Mr. Lever. At all times they have co-operated most loyally and have labored incessantly in the interests of the Association.

Your President is deeply mindful of the great honor conferred upon him by you in twice electing him to this exalted position. The duties have been pleasant to perform, but it has been done at considerable sacrifice. Much time and energy has gone into the work. I hope it has been done to your satisfaction.

Secretary's Report

The Secretary of the Council reported upon the necessity for a uniform membership blank in the four sections. There are complaints from time to time that the magazine is not received by members of the Association. As the meetings of the various sections occur at different times of the year, the membership year and subscription year is not the same in all cases, and many times a member's name is not sent by the officer of the local section to the office of the California Council of Education until weeks after the member has joined. The Secretary further reported that a number of men and women throughout the country, eminent in their respective fields, had been asked to serve in the capacity of review editors, and that only one refusal had come and that from a Californian. The securing of these reviewers, it was pointed out, was in line not only with the suggestions of the Secretary that the Sierra Educational News should be national as well as local in character, but was in line as well with a resolution passed at the Southern Section meeting, suggesting that the News be nationalized as rapidly as possible.

The Secretary pointed out the necessity for more intensive work on the part of the Council. From time to time bulletins should be issued touching important phases of educational advance. He further reported attendance at a meeting of the Association of State Teachers' Associations at Cincinnati, during the recent meeting of the National Superintendents' Convention, and said that at least six States of the Union had followed our general plan of organization, and several others were planning to do so. In this connection, it was shown that the general consensus of opinion throughout the country seemed to favor the California plan of organization. If additional service is to be rendered teachers, if educational legislation is to be advanced, if bulletins are to be issued, and constructive work accomplished, finances are essential. This money comes back many-fold to the teachers themselves in benefits derived through legislation, and through educational propaganda.

On motion of Mr. Avery, the secretaries of the four sections were asked to meet with the Secretary of the California Council of Educa-

tion to work out a uniform plan of membership in the Association and to arrange for the subscription year to begin and end with the term of membership in the section.

Mr. Cross spoke strongly upon the necessity for the codification of the school law, saying it was the most important matter now before us. He insisted that it was the business of the school people and not of legislators to do this type of work, and said that a way could be found to accomplish the task. The Chair said that the State Board of Education had promised to handle this matter. A motion unanimously prevailed to the effect that the Council go on record as favoring the codification of the school law, and that the Council bring about this codification in case no other organization accomplishes it.

The President requested that the members of the various sections meet in committees and make recommendations for membership on the Board of Directors from their respective sections. He stated that it had been the custom to name four members from the South, three from the Bay, one from the Central and one from the Northern sections, and a motion prevailed that the same ratio be considered at this time.

Council adjourned to meet at 1:30 p. m.

ANNUAL MEETING, CALIFORNIA COUNCIL OF EDUCATION

At 1:30 the annual meeting was called to order by President Cox. Roll call disclosed the presence of members as follows:

Bay Section: L. B. Avery, A. J. Cloud, Minnie Coulter, E. Morris Cox, C. J. Du Four, W. L. Clascok, Anna Keefe, Dr. A. F. Lange, Miss Elizabeth Sherman.

Central Section: W. D. Bannister, Craig Cunningham, E. W. Lindsay.

Northern Section: R. W. Camper, H. G. Rawlins.

Southern Section: C. H. Covell, J. A. Cranston, J. O. Cross, Susan M. Dorsey, Miss Edith M. Hodgkins, Miss Cora E. Lamb, H. H. McCutchan, Miss Emily Pryor, J. H. Rhodes, W. L. Stephens.

Mr. Cox presented the resolution called for at the morning session as follows: "The teachers' organizations of this state should now hold and propagate the view that hereafter these organizations and their representatives shall discourage the presentation of school legislation direct to the Legislature which has not been given reasonable publicity through the State Board of Education, the Council of Education or other established educational bodies, and to the end that all persons who are interested in or affected by said legislation may have opportunity to present suggestions and criticisms, and that open presentation and discussion may contribute to the usefulness of such legislation."

The Secretary presented his financial report for the year, which was adopted. (See page 258.) Professor H. S. Hatfield was present by invitation at the session, and presented a preliminary report of the Auditing Committee. The Committee had written the secretaries of the various sections for confirmation of data obtained from the Secretary of the Council as to amount of moneys sent in by each section. As one or two of the sections had not yet been heard from, the report was incomplete. On motion of Mr. Rhodes, the matter was referred for final consideration to the new Board of Directors.

Appropriate resolutions on the death of Miss Delia D. Fish, one of the original incorporators of the present California Teachers' Association and Council of Education, and Mrs. Minnie S. Abrams, a former member of the Council, were passed and ordered placed in the records.

During the luncheon hour, the members present from the various sections had met and agreed upon members from their respective sections to serve upon the Board of Directors. Dr. Rhodes' motion that the Council recommend to the Board the election of E. Morris Cox as

ANNUAL MEETING OF COUNCIL

President, was carried unanimously. Mr. Cox protested that he should be relieved, and especially in the light of the fact that Southern California, holding a majority membership in the Council, should have representation on the Presidency. Mrs. Dorsey, Mr. Cross and others from Southern California seconded Dr. Rhodes' motion.

The President, in acknowledging the courtesy offered, said that as the legislative program was still unsettled, he could see some advantage in continuing the present arrangement, and agreed to do all in his power to forward the measures now before the Legislature.

Dr. Rhodes recommended that the present Secretary be continued in his office, which recommendation was unanimously carried.

Dr. Rhodes then made the following recommendation from the Southern section for members in the Board of Directors: Mrs. Susan M. Dorsey, Miss Edith M. Hodgkins, J. A. Cranston, and C. H. Covell.

Mr. Craig Cunningham for the Central section presented the name of E. W. Lindsay.

Mr. R. W. Camper for the Northern section recommended Mr. H. G. Rawlins.

Miss Anna Keefe for the Bay section recommended Mr. E. Morris Cox, A. J. Cloud, and Miss Anna Keefe.

Dr. Rhodes moved that the Secretary cast the ballot for members of the Board of Directors as named, which was done, and the members declared elected.

Mrs. Dorsey spoke in high appreciation of the work of the President of the Association, and Mr. Cox offered complimentary remarks upon the work of Mr. David Lever, the Advertising Manager. A vote of thanks for the work done by the President, Secretary, and Advertising Manager met with unanimous approval.

In the matter of members of the Advisory Editorial Board and Contributing Editors, the various sections reported as follows. Dr. Rhodes for the Southern section reported W. L. Stephens of Long Beach for the Advisory Board and Miss Caroline E. Harris, Contributing Editor. For the Central section, Mr. Cunningham reported W. D. Bannister for the Advisory Board and Miss Fannie Rosendahl, Contributing Editor. For the Northern section, Mr. Camper reported Mr. Chas. C. Hughes for the Advisory Board and Mr. J. D. Sweeney, Contributing Editor. For the Bay section, Miss Sherman reported Miss Coulter for the Advisory Board and Mr. David R. Jones, Contributing Editor.

President Cox then announced the appointment by the Chair of Dr. Richard G. Boone as Chairman of the Advisory Editorial Board, and of F. K. Barthel and C. J. Du Four as Auditing Committee.

On motion of Mrs. Dorsey, it was unanimously determined to refer the matter of change of name of the Sierra Educational News and the title of the Executive office of the Council, to a committee, the same to report at the next meeting of the Council.

Mr. Cloud moved a vote of thanks to Dr. Charles H. Judd for his courtesy in remaining over to deliver the address in Festival Hall, Panama-Pacific International Exposition, in commemoration of California Council Day. Carried unanimously. Adjournment was taken temporarily that a meeting of the Board of Directors might be held.

On reconvening the President announced the election of officers in accord with the recommendations of the Council.

The President was authorized to name working committees as in his judgment there was need.

Council adjourned to the grounds of the Panama-Pacific Exposition to participate in the exercises of California Council Education Day, at which time Mr. Brittain, of the Board of Directors of the Exposition, presented to the California Council of Education and to sixteen other

SIERRA EDUCATIONAL NEWS

school organizations, bronze medals commemorative of their meeting in conjunction with the Exposition. These medals were received by and appropriate response made by President E. Morris Cox of the California Council of Education, who also called upon Mrs. M. M. Fitzgerald, President of the Federation of School Women Clubs, to join in the response. Dr. Charles H. Judd, University of Chicago, addressed the body upon the subject, The Origin, Development, and Effect of Public Education.

Mrs. Susan M. Dorsey presided over the Commemorative exercises.

MEETING OF THE BOARD OF DIRECTORS

The meeting of the new Board of Directors of the California Council of Education was held in the Assembly Room, second floor, of the Monadnock Building, San Francisco, at 2:15 P. M., April 10, 1915, with President Cox in the chair.

Roll call disclosed the presence of the following members: A. J. Cloud, C. H. Covell, E. Morris Cox, J. A. Cranston, Susan M. Dorsey, Edith M. Hodgkins, Anna Keefe, E. W. Lindsay and H. G. Rawlins.

The minutes of the Annual Meeting of Board of Directors, held at San Francisco, April 11, 1914, were approved as published in the Sierra Educational News for May, 1914.

The report of the Auditing Committee, signed by Professor H. R. Hatfield, was presented and adopted.

The following officers were unanimously elected: President, E. Morris Cox; Vice-President, J. A. Cranston; Secretary, Arthur H. Chamberlain; Treasurer, Oakland Bank of Savings.

Mr. Cloud moved that the fixed salary of the Secretary be as at present, but that said salary should be increased out of any net earnings of the present year, to an amount not to exceed \$5,500, the Secretary meeting the salary of the Advertising Manager from this amount. Carried unanimously.

On motion a contingent fund of \$200 was placed at the disposal of the President, this to be used in the performance of his duties.

Meeting adjourned.

FINANCIAL REPORT

San Francisco, Jan. 2, 1915

To the Representatives of the California Teachers' Association:

The following is a statement of the receipts and expenditures for the year ending December 31, 1914:

RECEIPTS

Cash on hand January 1, 1914	\$ 1,191.70
Membership, Bay Section	1,689.00
“ Southern Section	3,564.00
“ Northern Section	471.00
“ Central Section	300.00
Advertising	7,755.54
Subscriptions and sales	203.05
Interest on Savings account	68.60
Miscellaneous receipts	52.00
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	\$15,713.89

FINANCIAL REPORT

EXPENDITURES

Printing and mailing News	\$ 6,838.22
Office help	846.00
Office furniture and equipment	497.99
Stationery and office supplies	272.40
Salary of Secretary and Business Manager	5,000.00
Expense of Secretary	620.03
Postage	259.46
Telephone and Telegraph	223.08
Rent	483.50
Job printing and multigraphing	318.26
Miscellaneous, expressage, advertising, etc...	92.24

\$15,451.18

Total Receipts\$15,713.89

Total Expenditures 15,451.18

\$ 262.71

Total Outstanding Advertising, Dec. 1914. 2,051.97

Inventory 1,092.80

\$ 3,407.48

INVENTORY

Montague Mailing Machine and outfit...	\$ 350.00
Two metal filing cabinets	96.00
Miscellaneous filing equipment	80.00
One office desk	25.00
Two typewriter tables and chairs	40.00
Three sectional bookcases	100.00
Two roll-top desks and chairs	80.00
One small table	15.00
Carpets, chairs, etc.	60.00
Two typewriters	160.00
Dictaphones	210.00
Projecting Machine	150.00

\$1,366.00

Less 20 per cent. depreciation.... 273.20

\$1,092.80

Respectfully submitted,

ARTHUR H. CHAMBERLAIN, Secretary.

EDUCATIONAL EXHIBITS AT THE BAY SECTION CONVENTION, APRIL 6-10

In appreciation of the co-operation of advertisers in the Sierra Educational News, the official journal of the California Teachers' Association, the management made arrangements for an educational exhibit by publishers and dealers and manufacturers of school equipment and supplies.

Over 5,000 teachers in attendance at the New Civic Auditorium were given an opportunity to meet the representatives of the various companies and to obtain first hand information about the different educational supplies advertised in the columns of their official journal.

The companies exhibiting were as follows:

- American Woodworking Machinery Co. Manual Training Equipment. Representative—Wm. B. Jacoby, 46 Fremont St., San Francisco.
- Braun-Knecht-Heimann Co. Science and Laboratory Supplies. San Francisco.
- Binney & Smith and Talens & Son. Crayons and Water colors. Coast Representative—Bert M. Morris Co., San Francisco and Los Angeles.
- Milton Bradley Company. Water Colors, Crayons and Kindergarten Material. 20 Second St., San Francisco.
- H. S. Crocker Co. Edison-Dick Improved Mimeograph. 565 Market St., San Francisco.
- Draper Shade Company. Sanitary Adjustable Window Shades. Representative—C. H. Kenworthy, Whittier, Cal.
- Ginn & Company. Text Books for Elementary and Secondary Schools. 20 Second St., San Francisco, Cal.
- Keystone Type Foundry of California. School Printing Press. 638-640 Mission St., San Francisco; 223 Exchange Bldg., Los Angeles.
- Mysell-Rollins Co. Bank Stock Stationery. 32 Clay St., San Francisco.
- G. & C. Merriam Company. Webster's New International Dictionary. Springfield, Mass.
- Macmillan Company. Educational publications for elementary and secondary schools. 565 Market St., San Francisco.
- The A. N. Palmer Company. The Palmer Method of Business writing. 30 Irving Place. New York.
- The Frederick Post Company. Drawing Supplies. 537 Market St., San Francisco.
- Remington Typewriter Company. Free Service Bureau for Members of Convention. Display of Remington Junior for Teachers.
- Underwood & Underwood. Educational Stereoscopic Views. Representative—W. F. Hyde, Box 115, Los Gatos, Cal.
- C. F. Weber Company. School and Office Furniture and Equipment. San Francisco and Los Angeles.

Our Book Shelf

The Elson-Runkel Primer, Teachers' Edition. By Wm. H. Elson and Laura E. Runkel. Scott-Foresman & Co., pp. 266, price 32 cents.

The Elson-Runkel Primer is another reader for children that deserves a place in the schoolroom. The book contains real live stories and attractive illustrations that are unusually well placed. According to the editors, the book is based upon the belief that interesting material is the most important feature in learning to read, and in this, they have been very consistent throughout their series.

Business English and Correspondence. By Roy Davis, Instructor in English, Mechanic Arts High School, Boston, Mass., and Clarence H. Lingham. Ginn & Company, pp. 310, price

A new book on a vital subject, treated in a comprehensive manner by men who have demonstrated its teachings under actual class-room conditions. Designed for use in secondary and commercial schools. It follows its title closely, being English in its application to the affairs of the business man working under modern conditions. Its distinctive features are; first, in recognizing that if business correspondence is to be raised from a merely mechanical process and placed on the plane its importance warrants, consideration must be given to the basic rules of grammar and the fundamental principles of composition. Second, that the average pupil of secondary grade has neither through experience nor by class-room practice acquired subject matter sufficient for his needs in either oral or written expression.

To remedy this deficiency it gives material for the building up of a good working vocabulary. This is accomplished through ample drills in the spelling, meanings and uses of selected groups of words. Following the rules of grammar, through a variety of well selected exercises, practice is given in punctuation, syllabication, and in the application of the principles of composition. Upon this foundation, and by using a variety of standard forms, is developed the technique of the business letter. Demonstration is then made of the practical uses of letter writing by means of letters covering many lines of business activity, such as letters of application and recommendation, letters illustrating the art of salesmanship, writing designed for publicity and advertising purposes, and other forms coming within the daily experience of one engaged in a business or professional calling.

The book is so arranged that those well grounded in the principles of English composition may at once pass to the mastery of the technique of letter writing.

Altogether a teachable book and one that looks like a result getter.

T. H. Lodge.

Industrial-Commercial Geography of the United States. By L. C. Rasmisel, Principal High School of Commerce, Omaha, Nebraska. The A. N. Palmer Company, pp. 294, price \$1.25.

In a very interesting and instructive manner this volume presents much that is of vital importance in the daily life of each individual. Among the topics treated are transportation, both by rail and water, agriculture and the leading crops, the textile industries, lumber and its products, the leather industry and the manufacture of shoes, the catching and canning of salmon, our mineral resources and the industries to which they give rise, and conservation.

The treatment is such as to appeal to boys and girls. The illustrations are numerous and good, and the questions which follow each chapter are stimulating. The human relations are well shown but the influence of physical conditions upon industry and commerce is not sufficiently developed. More and larger maps would be a decided advantage.

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News Notes and Comment:

STATE AND NATIONAL

Vice-President Marshall, of the **United States**, delivered the Charter Day address at the University of California on March 23. During his visit on the Coast, the Vice-President made several addresses and was everywhere enthusiastically received.

Luther Burbank's Birthday was celebrated by fifteen hundred school children on March 5th in Santa Rosa. The Superintendent, Principals and teachers of the school department arranged the program which was given in the Burbank, Fremont, Lincoln, South Park and Roseland schools. Mr. Burbank visited each of the schools during the day and in the evening attended the reception given in his honor at the Social Center.

The Educational Digest for March, published by the Fresno Normal School, contains among other articles one upon the Reed-

ley plan of rural supervision. Another article upon Rural Sanitation, by W. B. Givens, is well worth reading. Musical appreciation and help through the aid of talking machines is presented in attractive form by A. G. Wahlberg.

The Long Beach City Schools are engaged in elaborate preparations for the production of a pageant-drama in which a cast of 1500 high school students will present the history of the city from the time when Cabrillo first startled the red man with the sight of a Spanish ship. The manuscript, written by Glenn Hughes, an alumnus of the High School, embodies the more outstanding events connected with the history of Long Beach as disclosed through the research of Miss Jane Harnett, Head of the High School History Department. The play will be presented the afternoons of May 20, 21 and 22, and on the evening of May 22.

EVERYDAY ARITHMETIC

FRANKLIN S. HOYT

*Formerly Assistant Superintendent
of Schools, Indianapolis*

BY
AND

HARRIET E. PEET

*Instructor in Methods of Teaching
Arithmetic, State Normal
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Problems grouped around pupils' home and school interests.

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Contains new but thoroughly tested treatment of fractions, decimals, and percentage, which will both lighten the burden of teacher and pupils and give a sure mastery of these essential processes.

BOOK THREE. For Grades VII and VIII. 45 cents, postpaid.
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The progress of the child in school is determined primarily by his ability to read.

If he learns to read quickly, he is ready to take up other studies so much the earlier.

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They combine the "story" method with phonetics, and contain wonderfully fascinating stories.

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Dr. Jul. A. Palotay of Los Angeles has published a chemistry and general science chart. It gives concise statements as to a large number of chemical elements, pulse rate, temperature of the body, function and weight of the organs, poisoning, infectious diseases, analysis of articles of food and other topics. The chart would be a valuable addition to any school room. It is 28 by 42 inches and the price is \$2.75.

The San Jose Normal, Alumni Association, held an informal reception at the Inside Inn, Panama-Pacific Exposition, on the evening of April 6. A number of prominent graduates were in the receiving line. Miss Nell Stone and Miss Geneive Nicholson presented a number of musical selections.

The Imperial County Teachers' Institute was held at El Centro March 26 and 27. There appeared before the General Sessions and Section meetings, Dr. R. D. Hunt,

University of Southern California; Mrs. May Dexter Henshall, State School Library Organizer; Dr. A. E. Winship; Prof. C. S. Williams; Mr. A. L. Lackey; L. R. Langworthy; Miss Elizabeth Kerppe, of Los Angeles Normal School. Superintendent A. P. Shibley is showing great ability in his handling of school affairs.

W. F. Hyde, for many years manager of the Stanford University Bookstore, appears in our advertising columns for the first time, in this number. Mr. Hyde represents the Underwood & Underwood line of stereographs, lantern slides and photographs for opaque projection.

The Organization of Education is the title of a series of articles that has been running in *Education*, the first chapter appearing in January, 1914. Dr. Frederic W. Sanders, Hollywood High School, Los Angeles, is the author. In the March number of *Education* is an editorial

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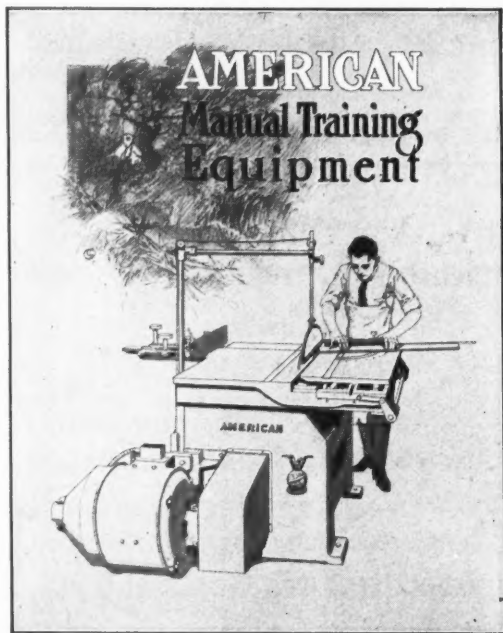
Liverpool

ANNOUNCEMENT

We desire to say to all teachers of Manual Training that our new catalog of woodworking machines for school work is now ready for distribution, and that every teacher is entitled to a copy.

This book has been designed with a view to assisting the teacher, to some extent at least, in his class work. It contains illustrations of how to operate woodworking machines, taken from life poses of students at work. It shows detail plans of how machines are constructed and floor plans, giving the order of arrangement of tools in the woodworking division of a modern school.

It is a book that you, as a teacher, cannot well afford to be without, for it will render you valuable assistance in your class-work, and it will cost you nothing. Your request for a copy will be complied with gladly.



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Used by many high schools
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Mr. C. L. Clawson, San Bernardino, endorses the first book as follows:

"This is the second year we have used Wells and Hart's A First Year Algebra, and I like it better than ever.. Before adopting it, I considered it the best first year algebra on the market, and I still think so. The work is so well graded and so well suited to the ability of the students, that they take up new subjects with confidence and master them with comparative ease. The amount and quality of the material is right, for we do not find it necessary to omit nor to supplement."

D. C. Heath & Co.

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calling attention to these articles. The editorial states that Dr. Sanders has sought "to find a practical and reasonably definite plan for the re-organization of our American School System. In his scheme he has sought to retain 'that which is essential to the general education of every man and woman' and at the same time to find a place for 'the various forms of special technical or other vocational training that may be necessary for the individual boy or girl.'" Teachers would do well to read these articles by Dr. Sanders as the subject is one which is drawing the attention of all thinking men and women. The editor of Education would be glad to hear from those who are interested in the matter, for if sufficient interest is manifest, the articles will be issued in book form.

A Children's Sweet Pea Contest, state wide in scope, will be held May 22, in the Palace of Education, Panama-Pacific Exposition.

This exhibit has been made possible by C. C. Morse & Co., of San Francisco. Every local effort that has been made along these lines in California, for the last four years, should have its share in the big feature of the Exposition year. There should be a permanent educational exhibit as well as a huge flower show; and the local contest should not be neglected.

In San Francisco we shall hold our local flower show early in June. The children did not want to give up their local contest. They said "Oh, the big contest will be fine, all right, but we don't have much chance of being noticed." That was one way of saying that local effort wanted local recognition.

The San Francisco Young Women's Christian Association has recently opened a hotel exclusively for women. It is the only women's hotel in San Francisco. It is close to many of the halls and buildings in which conferences are being held. It is so centrally located that women need have no fear about going to the hotel at any hour of the night. No dining room connected with the hotel, as



American Teacher Arrested as Spy! Helped BY THE T.C.U.

Miss Elizabeth P. Allan, a member of the American Commission to investigate Vocational Education in Germany, was arrested as a spy in Mayence, Germany, followed to the police station by an angry mob, and was so terrified that she suffered a nervous collapse.

During her illness following this harrowing experience, Miss Allan was paid

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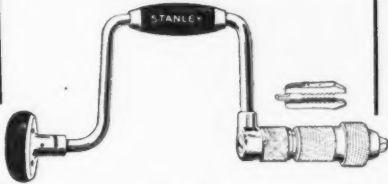
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most of the guests prefer to take as many of their meals as possible at the Exposition. There are, however, good restaurants (reasonable prices) in the immediate vicinity. Special rates made for parties traveling together.

The Donaldson Summer School for 1915 will be held at the Manual Arts High School, Los Angeles, June 28 to July 31. As in previous years, the work will consist of explanations and demonstrations of the principal metal work and Jewelry processes, with special emphasis on the relation of Technique to Design and Applied Art Teaching. Courses will be Offered in Hammer Work, Repousse, Etching, Enameling, Coloring, Gilding, Stone Polishing, Casting, Wood Block Printing, Leather work, Simple Book Binding, all taught in relation to design. Address Douglas Donaldson, 4156 Walton Ave., Los Angeles.

Fourteen Counties joined with the Bay Section in the annual meeting at San Francisco. These were the counties of Alameda, Amador, Contra Costa, Madera, Marin, Mendocino, Merced, Placer, San Benito, San Francisco, Santa Clara, Sonoma, Stanislaus and Sutter. These counties, together with the Federation of School Womens Clubs and the California Music Supervisors' Association, joined with the California Council of Education in the exercises commemorative of Council Day at the Panama-Pacific Exposition, April 10. A bronze medal was presented to each organization.

Dr. Marie Montessori, according to the Montessori Committee of Los Angeles, will open a four months' class in Los Angeles, May 1. Her theory lecture topics are: General Review of the Montessori Method of Introducing a New Experimental Science; "Guide" as to the Method of Observation and Study; Social Conditions of the Child; Biological Concept of Liberty; Practical Conditions of Liberty in the School; Environment, Didactic Material Teacher; Independence of the Child; Prizes and Punishment; Generalization on the



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Conditions of Liberty of the Child in the Family; Social Study of the Family; Method of Giving a Lesson and Comparison between this Method and Other Methods; Muscular Education; Nature in Education; Attention; Imagination; Education of the Senses; Intellect; Spoken and Written Language; Will; Moral Education. Technical Lecture Topics: Biological Charts, Anthropological Observation; Stature and weight; Causes influencing the variation of stature; the head; analysis of the average theory of the average man; presentation of the didactic material; explanation of the didactic material and exercises of practical life; limits of the didactic material; cutaneous senses; taste, smell and hearing; writing; reading; arithmetic; summary of the Biographical chart. Students' Program: Monday, Wednesday and Friday, Half Day of Observing Children or Practical Work; Tuesday and Thursday, Lecture on Theory or Science by

Dr. Montessori; Saturday morning, Teaching of Children by Dr. Montessori; Saturday afternoon, Reading of Translations.

The California Schoolmasters Club, Bay Section, held a meeting March 27 in San Francisco. J. W. McClymonds presided, the speakers of the evening being Dr. Wm. T. Bawden, Bureau of Education, Washington; Pres. Wm. T. Foster, of Reed College; Dr. Chas. H. Judd, University of Chicago; and Dr. G. Etsujiro Uyebara, Commissioner of Education for Japan. Several new members were voted into the Club.

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the scenes appear."—Prof. O. S.
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*"I have never seen such sublime
grandeur."—Robert Marsham, of
Maidstone, England, a noted world
traveller.*

"The most beautiful place I have ever seen."

ASK FOR

YOSEMITE OUTING FOLDER

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The School Department at Sacramento has, during the past few months, issued some most suggestive bulletins. The course of study in reading includes a very complete and suggestive list of books for home and supplemental reading in grades first to eighth, inclusive. The course of study in arithmetic centers around problems relating to the home, office, farm, and factory. The music course of study contains suggestions on the care of the child's voice, rote songs, sight singing, and other important matters. The course of study in conduct deals not with sentimental side of the question but approaches the matter in a very common sense fashion.

The Classical Association of Southern California held its Spring meeting at the Los Angeles High School on March 20. Dr. W. D. Ward, of Occidental College, gave an illustrative lecture on Roman Baths and Aqueducts; Miss Norma

Curtis Wood, of Pomona, spoke on, *A Tourist's Impressions of Naples and Its Neighborhood*; Dr. Monroe E. Deutsch, University of California, on the Personality of Julius Caesar. A Round Table on Latin Composition was participated in by Miss Mildred Price, Covena; Miss Bertha Rutledge, and Dr. W. A. Edwards, Los Angeles, and Miss Ethel Hume Flood, Glendale. Officers for the ensuing year were elected as follows: President, Prof. H. L. Lunt, University of Southern California; Vice-President, Miss Mary Wentworth, Los Angeles; Secretary-Treasurer, Miss Norma Curtis Wood, Pomona.

The California Association of Applied Arts and Sciences, Bay Section, held their annual meeting March 6 in Oakland. Much interest is being manifest in the meetings of this organization. This year the sessions have been devoted to vocational and legislative topics. Among the speakers who

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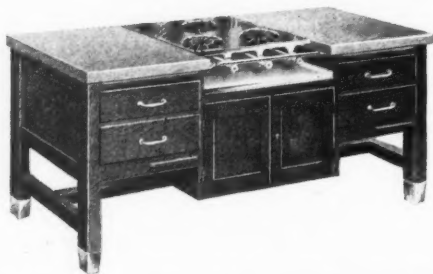
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have appeared before the General Sessions are Prof. Mary Schenck Woolman, Simons College, Boston; Commissioners E. R. Synder and Will C. Wood, and others. The first steps have been taken to affiliate the organizations of special teachers in Southern California and in the Bay Section into one state association of Applied Arts and Sciences in order to assure active participation in the educational work of the state and to keep in closer touch with the vocational education movement.

The Southern California Social Science Association held its Spring meeting at Pasadena April 10. The General Topic was Current Social Reform Movements from the Standpoint of the Working Reformer. Socialism was discussed by Mr. R. A. Maynard and Prof. E. S. Bogardus; Syndicalism by Mr. Jack Wood of England, and Prof. Geo. S. Sumner; Single Tax, Honorable Robert

L. Hubbard and Prof. W. M. Burke; Progressivism by John J. Hamilton and H. S. Upjohn; What Use the History Teacher May Make of the Present European War, Miss Jane L. Harnett; Unity and Continuity in European History Courses, Prof. R. L. Ashley. The officers of the Association are Frederic W. Sanders, Hollywood High School, President; H. N. Greenwood, Polytechnic High School, Los Angeles, Vice-President; H. E. White, South Pasadena High School, Secretary; Ross C. Ingalls, Rodondo High School, Treasurer.

The California Blue Bulletin, issued by the State Department of Education, comes out in Volume No. 1 for March as a 20-page publication. There are editorials by Supt. Hyatt and Commissioners Schallenberger, Wood and Snyder. Each issue is to have as editor either the State Superintendent or one of the commissioners. Says Mr.

ISAAC PITMAN'S SHORTHAND

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"There is always room at the top," but in the ladder that leads to attainment the perspective is reversed and the rungs become farther apart as the top is reached. The poorly equipped will reach no higher than the level of their attainments, and so it is with shorthand writers. The writer who chooses a poor system is far from the winner when the race is over.

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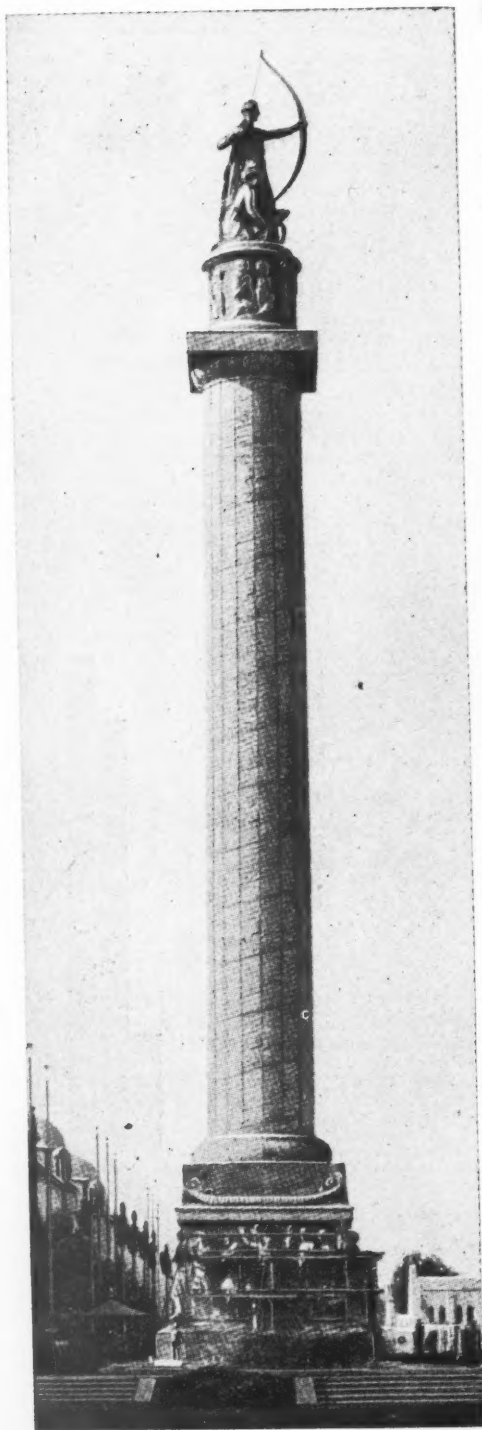
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Hyatt: "It starts as a quarterly and if all goes well, may become a monthly bye and bye." There are several cuts of buildings, playgrounds and open air schools. Success to the California Blue Bulletin.

The annual banquet of the men of the San Jose Normal Alumni occurred on the evening of April 6 in San Francisco. A large number of Alumni members were present and speeches and music indulged in.

Teachers visiting the Fair have commented favorably on the installation of the Applied and Fine Art Exhibits in the Palace of Education. This section was designed and planned by Professor Frederick H. Meyer of the California School of Arts and Crafts, advanced students from the art school doing the lettering and stencilling, both of which have added greatly to the general effect of the exhibit; as well as giving

proof of the practical instruction given at the school.

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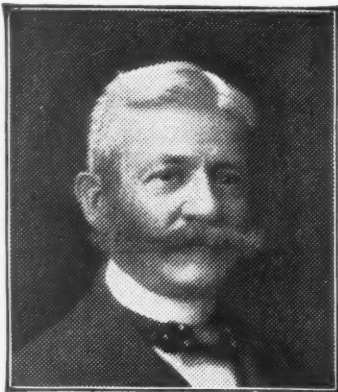
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NEWS NOTES AND COMMENT

A fifty-dollar prize is offered by Ginn & Company to the California Secondary school pupil who writes the best paper on their exhibit in the Palace of Education. See advertisement in this issue for conditions.

In Imperial County there is much activity in school building. Calexico has under construction a \$60,000 High School, Holtville a \$40,000 Grade Building; El Centro has voted \$125,000 for extension of their High School Plant. Cali-

patria, not yet a year old, has voted \$40,000 bonds for a school building, and Niland, formerly Imperial Junction, has voted \$15,000 for a school building.

Education for the Home is the title of a bulletin issued in four parts by the United States Bureau of Education and prepared by Benjamin R. Andrew, Assistant Professor of Household Economics, Teachers College, Columbia University. Part 1 includes an introductory survey and equipment for

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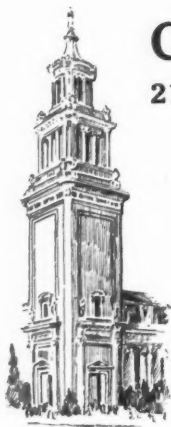
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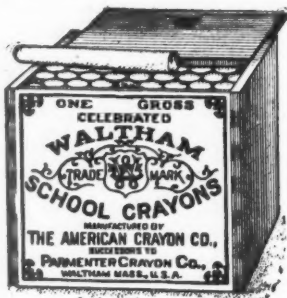
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household arts; Part 2 deals with Rural Elementary, High and Normal Schools and Technical Institutes; Part 3, Colleges and Universities; Part 4, List of References on Education for the Home, and a Table of cities and towns in each of the several states where household arts are taught. This is a valuable set of bulletins and should be in every library.

The University of Montana Summer School will be held at Missoula June 14 to July 24. The school is intended for teachers, under-graduates and correspondence students. Those interested should write the University at Missoula.

The Commercial Club of Chicago has had printed their proposed Vocational Educational Bill with a clear cut statement of its principles and plan. Dr. E. G. Cooley is standing for a state system of vocational education under a separate Board of Education. A bill along this line has been intro-

duced. The so-called 'teachers bill emphasizes the unit idea as opposed to the dual system.

The Tying of Knots, the Lacing of Belts and splicing of ropes, construction of houses and pens, ditch digging and tile laying, gate making, soldering—these are some of the useful arts described in text and picture in a most useful Bulletin of the United States Department of Agriculture, and entitled, Laboratory Exercises in Farm Mechanics for Agricultural High Schools. This is Bulletin No. 638 and is especially intended for high school agricultural classes.

Walter Williams, dean of the School of Journalism of the University of Missouri, Columbia, Missouri, has accepted the appointment as Director of the International Press Congress to be organized and held at the Panama-Pacific International Exposition in San Francisco this spring. Mr. Williams was Commissioner to the Foreign Press for the World's

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Contest closes September 15th, 1915.

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HARR WAGNER,
Editor, Western Journal of Education

ARTHUR H. CHAMBERLAIN,
Editor, Sierra Educational News

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Universal Exposition at St. Louis and organizer and secretary of the World's Press Parliament held at that exposition in 1904, at which journalists from thirty-seven countries were present. He is an experienced newspaper man, has served in various capacities on the local and editorial staffs of Kansas City, St. Louis and New York newspaper and has also contributed extensively to the magazine press.

The Social Aspects of Printing has been reprinted from the 1912 Francis W. Parker School Year Book in pamphlet form. Those who read it as part of the larger publication will be glad to obtain this handy form. Those who are not familiar with this subject as handled by Leonard W. Wahlstrom and Elsa Miller should become so.

Live a Little Longer is the title of a pamphlet issued by the Association of Life Insurance Presidents. In this is discussed the Rochester Plan, which shows how to utilize idle room in 267,000 school buildings, for disseminat-

ing information for better health conditions, through the agency of the women of the United States.

T. N. Carver has edited a Report of the Department of Agriculture, Washington, D. C., on the Organization of a Rural Community, which is both logical and concise.

The question of married women as teachers in the schools of Cleveland was settled in the case of Mrs. Sara Morley French, when recently she won her fight for a year's back salary, the Board of Education voting to settle with her for \$1000 and costs, she having sued for \$1200. In recommending the settlement, the Committee on Business Management declared they were still firm in their opinion that the rule prohibiting married women from teaching is a "good one," and the members of the Board agreed that the rule should in no wise be changed.

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The United States Bureau of Education has just issued its educational directory for 1914-15. This contains lists of state, county and city superintendents in the United States, officers of state boards of education, college presidents, division, township and district superintendents, principals of normal schools, directors of summer schools, of public libraries and museums, church educational boards and societies, data on American educational associations, mothers' congresses, state federations of women's clubs, educational periodicals and the like. Copies may be had by writing the Bureau of Education, Washington, D. C.

Supervisors of Penmanship and Art, and all others interested in penmanship, will be pleased to learn that Mr. A. N. Palmer, author of the Palmer method, will per-

sonally take charge of the work during the summer school session at Oakland, Calif., July 5-30. The Summer School Booklet will be sent to those interested. Address The A. N. Palmver Co., Cedar Rapids, Iowa.

May 18 is Peace Day. The American School Peace League, through the Secretary, Fannie Fern Andrews, of Boston, has sent out a strong appeal to have the exercises this year general throughout the country, and of a nature to call forth a special appeal for International Peace. This request has the approval of David Starr Jordan, President of the California Branch of the Society and President of the N. E. A. It is hoped that every teacher in the country will read the Peace literature, especially that prepared for Peace Day this year.



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The student body of Columbia University has gone on record as opposed to militarism, and sends a strong resolution to the student bodies of other universities. The call is for college men to be not mere observers but to do something definite in the matter of showing their disapproval of the war in Europe. This method will, no doubt have its effect in showing the fallacy of expending fortunes in armaments and battleships in an endeavor to put a stop to war.

Dr. William T. Bawden, Specialist in Industrial Education, U. S. Bureau of Education, is making an extended tour through the far west for the purpose of studying schools and assisting in the development of work in which the Bureau is interested. He expects to attend the Chicago convention of the Western Drawing and Manual Association, and the State Conference on Industrial Education at Oshkosh, Wis.

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The University was founded September 16, 1873 with the idea of giving to every person the opportunity of obtaining a thorough, practical education at an expense within his reach. That such an Institution is a necessity may be judged by the fact that each year, since the beginning, the attendance has been greater than that of the previous year.

The Summer School is one of the largest in the United States. The Summer Term will open May 25th and will continue twelve weeks. The Mid-Summer Term will open June 22nd and will continue eight weeks. During these terms the University will offer an exceptional list of subjects from which students may select their work. There will be beginning, intermediate, advanced, and review work in the following

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Last year 150 teachers, including college graduates and department principals, availed themselves of this professional training, representing 25 states.

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Arrange to get the training at Gregg School this summer. A postal request will bring you a copy of the Special Announcement of the Normal Session.

GREGG SCHOOL
6 North Michigan Avenue
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Several valuable bulletins from the United States Bureau of Education and obtainable by writing the Government Printing office are here listed: School Savings Banks, by Mrs. Sara Louisa Oberholtzer; The Educational Museum of the St. Public Schools, by Carl G. Rothman; Cooking in the Vocational School, by Iris Prouty O'Leary; Library Instruction in Universities, Colleges and Normal Schools, Henry R. Evans; Rural Schoolhouses and Grounds, Fletcher B. Dressler. This last bulletin is well illustrated with plans and photographs of school buildings and of heating and sanitary appliances, and like all of Dr. Dressler's works, is not only scientific but understandable.

Charles McMurry, Author of Various Books including several on special methods, and now Director of the Normal Training Department of the Illinois State Normal at DeKalb, has gone to Nashville, Tenn., to be Professor of Elementary Education in the George Peabody College for Teachers. Dr. McMurry is brother of Frank M. McMurry, of Teachers' College, New York.

Mr. N. W. Harris, founder of the Harris Public School Extension of the Field Museum of Natural History, Chicago, is taking great interest in the matter of extending the privileges of the museum into the school class room. Recognizing the value of visual instruction and of object teaching, Mr. Harris sees clearly that exceptional results can be secured by making the teaching concrete. Collections of animals, plants, minerals, and of articles illustrative of industrial processes are especially useful in the class room. There can be no question that the school museum properly organized can be made one of the greatest adjuncts of modern education today.

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Four bulletins issued by the United States Department of Agriculture are of more than ordinary value in the school. Report No. 103 is entitled Social and Labor Needs of Farm Women; Report No. 104 deals with Domestic Needs of Farm Women; Report No. 105 is entitled Educational Needs of Farm Women; Report No. 106 discusses Economic Needs of Farm Women. These may be secured by writing the Department of Agriculture at Washington.

Recreation in Springfield, Illinois, is the title of a bulletin issued by the Russel Sage Foundation, New York. This is a section of the Springfield Survey and is prepared by Lee F. Hanmer and Clarence Arthur Perry. It is well illustrated and contains valuable data on recreation. The price is Twenty-five cents.

The School Review Monographs No. 6, University of Chicago Press, Chicago, contains papers on work in education in colleges and universities, rating, placing and promotion of teachers, scholarship in relation to teaching efficiency, a method for guiding and controlling the judging of teaching efficiency, and other important articles. The price of the volume is fifty cents.

The Organization of a Rural Community, by T. N. Carver, is a reprint from the Year Book of Department of Agriculture for 1914. Copies may be had by writing the Government Printing Office, Washington, D. C.

The April Educational Magazines contain many excellent articles. The Elementary School Teacher prints an article by Supt. Charles S. Meek, Boise, Idaho, on A Study in Retardation and Acceleration. Henry Sterling Chapin writes for Educational Foundation on The Model Store-Keeping Method of Instruction for Elementary Schools.

Say you saw it in the Sierra Educational News

Correlating Agriculture with the Public School Subjects in the Southern States, is the title of Bulletin No. 132, United States Department of Agriculture. It shows how history, drawing, arithmetic, geography and the other subjects may be enriched and connected up with agriculture. Rural school teachers everywhere will find this bulletin of great help in their work.

The report of the General Education Board shows that \$117,000,-

000 has been dedicated to education. Mr. John D. Rockefeller has, through the medium of this board, provided more than \$73,000,000, of which amount in round numbers, \$15,000,000 has been appropriated directly by the Board, \$13,000,000 paid to the University of Chicago, \$10,000,000 to the Rockefeller Institute for Medical Research, and \$33,000,000 now in the hands of the General Education Board, and available for its purposes.



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